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ABSTRACT

Texas institutions of higher education which offer library science courses were surveyed. Considered in the surveys were: finanacial support; faculty size, rank, ages, education, work experience, teaching loads, and salaries; enrollment and hourage registration; number of degrees and certificates completed; curriculum; extension courses and continuing education; library collections and facilities; and non-teaching staff. Recommendations for the improvement of library education in Texas are for one doctoral program, four master's degree programs and five 18 semester hour undergraduate programs. It is also suggested that criteria and standards for programs to certify school librarians be standardized. The aim is to have a few good library education programs rather than several weak ones. Statistical data collected from the surveys is provided in tabular form. (SJ)

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RECOMMENDATIONS FOR THE IMPROVEMENT OF EDUCATION FOR LIBRARIANSHIP IN TEXAS

. . .

A Report to the Coordinating Board
Texas College and University System

By

Robert R. Douglass
and
Esther L. Stallmann

The University of Texas at Austin
1968

LI 003 462

TABLE OF CONTENTS

Section Page

I. INTRODUCTION I-1

II. TEXT II-1

III. TABLES III-1

IV. SUPPLEMENTARY DOCUMENTS IV-1

LIST OF TABLES

Table | Page

1. Universities and Colleges Included in Survey: Enrollment, Fall 1967 . . . . III-1
2. Universities and Colleges Included in the Study: Major Purposes and Emphasis III-2
3. Universities and Colleges Included in Survey: Degree Programs and Graduates III-5
4. Libraries of the Parent Institutions III-6
5. First Appearance of Library Science Courses in Selected Colleges and Universities III-8
6. Established Library Education Agencies: Identification, 1967 . . . . III-9
7. Established Library Education Agencies: Objectives and Credentials Awarded III-10
8. Colleges and Universities in Texas with T.E.A.-Approved Programs for Preparation of School Librarians III-12
9. Library Education Agencies: Financial Support III-13
10. Library Education Agencies, Fall 1967: Number of Faculty, by Sex and Rank III-14
11. Library Education Agencies, Fall 1967: Age of Full-time Faculty Members III-15
12. Library Education Agencies, 1967: Highest Degrees Held by Full-time Faculty Members III-16
13. Library Education Agencies: Library Schools Attended by Full and Part-time Faculty Members for Degrees or Study III-17
14. Library Education Agencies: Teaching Loads of Regular Faculty Members, 1966/1967 . . . . III-18
15. Average Nine-month Salaries for Regular Faculty Members in State Library Education Agencies Compared with Average Salaries of Faculty Members for the Institution as a Whole, 1967/1968 . . . . III-19

Table Page

16. Library Education Agencies: Non-teaching Staff, Fall 1967 . . . . III-20

17. Library Education Agencies: Head Count Enrollment and Hourage Registration, Fall 1967 . . . . III-21

18. Degrees and School Librarian Certificates Completed at Library Education Agencies, 1966/1967 . . . . III-22

19. Library Education Agencies: Extension, Late-afternoon, Evening Classes and Continuing Education III-23

20. Library Education Agencies: Extent and Location of L.S. Materials III-24

21. Professional Positions in Academic Libraries in Texas, 1966, by Type of Institution III-27

22. Education of Personnel Who Fill Professional Positions in Academic Libraries in Texas, 1966, by Type of Institution III-28

23. Salaries of Full-time Professional Employees in Academic Libraries in Texas, 1966, by Type of Institution III-29

24. Number of Unfilled Budgeted Full-time Professional Library Positions, by Type of Institution, 1966 . . . . III-30

25. Number of Library Positions Held by Unqualified Personnel, by Type of Institution, 1966 . . . . III-31

26. Highest Non-library Science Degree Held by Chief Librarians in Texas Senior Colleges, 1966 . . . . III-32

27. Highest Library Science Degree Earned by Chief Librarians in Texas Senior Colleges, as of 1966 . . . . III-33

28. Institutions Granting Library Science Degrees to Chief Librarians of Texas Senior Colleges, as of 1966 . . . . III-34

29. Age of Chief Librarians in Texas Senior Colleges, 1966 . . . . III-35

30. Years of Library Experience of Chief Librarians of Texas Senior Colleges, as of 1966 . . . . III-36

Table Page

31. Salary Ranges of Chief Librarians of Texas Senior Colleges, 1966 . . . . III-38

32. Highest Library Science Degree and Salary of Chief Librarians of Senior Colleges in Texas, 1966 . . . . III-39

33. Levels of General Education Completed by "Professional" Employees in Texas Public Libraries, 1966 . . . . . . III-40

34. Levels of Library Science Education Completed by "Professional" Employees of Texas Public Libraries, 1966 . . . . III-41

35. Normal Starting Salaries Reported by Texas Public Librarians for Employees with 5th-year Degrees in L.S. and No Experience III-42

36. Percentage of Professional Employees with Too Little Education for the Work They Regularly Perform III-43

37. Budgeted Full-time Professional Positions Anticipated in Texas Public Libraries for 1970 . . . . III-44

38. Level of Academic Study or Degree Held by Special Librarians in Texas, and in the United States III-45

39. Education of Texas Special Librarians by Place Where Obtained III-46

40. Science Background of Special Librarians in Science-related Libraries III-47

41. Mean Annual Salaries of Special Librarians in Texas and the United States by Highest Level of Study or Academic or Professional Degree Held III-48

SECTION I

INTRODUCTION

Introduction

The present survey is a follow-up of a study initiated by the Coordinating Board of the Texas College and University System when in the summer of 1966 it appointed a ten-member Library Education Advisory Committee to consider the problem of education for librarianship in Texas. The Committee, after several meetings, submitted its final report to the Board on March 13, 1967, recognizing then as well as throughout its deliberations that further study was needed. The Committee's report contains a discussion of the demand for librarians in the State, the current output of librarians, and the resources of the library education agencies themselves. It also contains a plan for the education of librarians in Texas and a number of recommendations for improving the existing agencies and for the expansion of the present pattern.

On December 15, 1966, the Coordinating Board received a proposal for a study entitled "Education for Library Personnel in Texas: Questions, Evidence and Answers," from Robert R. Douglass, Professor and Director of the Graduate School of Library Science at The University of Texas at Austin. The proposal was accepted and the study was financed by a grant of $7,709 from the Board with matching funds from the University. Dr. Douglass was named principal investigator and Dr. Esther L. Stallmann, associate investigator.

The survey began with a review of recently published literature on education for librarianship and the initiation by graduate students, under the direction of the two investigators, of studies having some connection with the survey. Work had to be suspended during the summer session because of the heavy teaching loads of the two investigators.

With the start of the fall semester, schedule forms were prepared for the collection of information from the library education agencies and their parent institutions, and also from the institutions which had expressed interest in establishing a library education program. Letters were written to 20 institutions (16 public, four independent church-related) requesting permission to make a visit; travel dates were chosen and travel routes mapped out; the visits began on November 1 and ended on December 15. Only one day was spent on any campus and travel time to or from another campus usually had to be subtracted from that one day.

Fifteen institutions were visited by both investigators and five by one of the two. Of the 20 institutions visited, 11 were colleges and universities now offering or recently offering a program of courses in library science; five were colleges considering the starting of a program. (Listed in Table 4.) In addition to these 16 institutions, visits were made to The University of Texas at Arlington, to El Centro College in Dallas, to San Antonio College in San Antonio, and to the Public Library in Abilene.[1]

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[1] Visits were made to the junior colleges to learn of plans for the training of technical library assistants; the visit to Arlington, to learn whether that institution had any plans for starting a library science program (rumors to this effect had come to the investigators) and, also, to learn from the librarian his ideas about non-professional courses in library science at the undergraduate level which he thought should be offered college students; the visit to the Abilene Public Library (which was counted in the above 20 as one visit) was a visit with a group of five

When arrangements had been made for the visits, appointments were sought on most campuses with the president or vice president, with appropriate deans and with the librarian of the institution.[1]

Every courtesy was extended the investigators by everyone connected with the institutions; and, although the investigators had requested that no social affairs be arranged for them, they profited from talks with administrators and librarians over breakfast and luncheon tables at most of the institutions.

After returning to Austin, the surveyors sought additional information from various sources to supplement the information they had collected and, in some instances, for purposes of verification.

In March of 1968, two small invitational conferences were held in Austin. The first of these, attended mostly by junior college librarians, was designed to consider the library technical assistant program being considered by a few junior colleges in the state; and the second, attended by library educators, supervisors, and administrators from various types of libraries, was designed to consider the need for undergraduate programs for

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librarians--three, the chief librarians of the church-related colleges in Abilene; one, the librarian of the Abilene Public Library; and the fifth, the supervisor of school libraries. They met with the investigators at the Public Library to discuss the needs of the area for courses in library science and their desire to have the need satisfied, at least in a nominal way, through extension courses, perhaps offered by Texas Tech.

[2] Appointments sought with the president or vice president were obtained on all but two campuses, and on these, the president was to be out of the city. Appointments made were kept on all campuses except one, and this in spite of late arrival of the investigators on some campuses.

library assistants in public, academic and special libraries, and for certification of school librarians.

Despite the full cooperation of all institutions visited, there were gaps in the information that was collected from the agencies. The most complete information was obtained from the three library schools that are accredited by the American Library Association (NTSU, TWU, UT at Austin) and from a fourth, formerly accredited by the A.L.A. which expects to seek re-accreditation in the near future (Our Lady of the Lake College). Most of the remaining agencies maintained much less complete records and, in a few instances, apparently no records at all. In some cases, the figures supplied from one course were at variance with those obtained from another source. In consequence of these circumstances, some of the information sought by the investigators was unobtainable, fragmentary, or contradictory in nature. On the other hand, it should be noted that discussion with institution officials, librarians, faculty members and others; observation of resources and quarters; and impressions gained from the total experience on each campus, though not amenable to quantitative recording, all provided insights and a background of understanding which materially aided the investigators in assessing quantitative data that had been assembled and in the forming of judgments about the overall quality of the program in each of the agencies.

Included in the appendices of the report will be found a number of tables, none of which will be discussed in detail. Many of them, however, are referred to in the text and may be consulted by the reader if he feels the need for objective support of comments or generalization made or conclusions drawn by the investigators. It should be noted that most of the information was collected in the fall of 1967. It is now known that some changes have been made since that time (new faculty members, improvement or expansion of quarters, additions to library holdings, etc.), but since information about changes was not available from all of the agencies, no mention is made in the report of the known changes.

This report supplements and extends the one prepared by the Library Education Advisory Committee. The two reports should therefore be read in sequence, for one does not supersede the other. They are reasonably consistent in their main recommendations; they differ somewhat in detail and emphasis, in the supporting evidence which they present and--to some extent--in content.

Completion of the report was unfortunately delayed far beyond the anticipated date by a number of circumstances outside the control of the investigators--the unremitting demands of administrative, teaching and other duties and obligations which required their full time and attention throughout the year; and, in the late spring of 1968, the severe illness of the associate investigator which resulted in almost total loss of eyesight. The investigators offer their apologies for this delay and for shortcomings of the report and, at the same time, express their appreciation to the Coordinating Board, particularly Dr. Jack L. Cross, for their patience and understanding, and to everyone else who assisted in any way.

Robert R. Douglass

October 21, 1968

Esther L. Stallmann

SECTION II

TEXT

The Library Education Agencies

Parent Institutions

Most of the library education agencies in Texas, some of which have been in existence for a long time, were established in teacher training institutions (Table 5). It was natural, therefore, that from the outset the library education program should be directed toward the preparation of school librarians. The older programs that are now graduate level have enunciated more general objectives, that is, to prepare librarians for work in academic, public, and special libraries, as well as school libraries (Table 7), but there is evidence that school librarianship is still an area of major emphasis. It may be noted, further, that on the campuses of the former teacher training institutions which now consider that they have broader objectives, the outside observer senses that the teacher-training influence is still quite strong.

The ten institutions differ very much from each other, so much in fact that meaningful comparisons are difficult, if not impossible to make. They vary in their objectives and areas of emphasis; in financial support; in the number, kinds and levels of degree programs; in the size and qualifications of faculty members; in the areas within the state and the states and foreign countries from which their students are drawn; in the size, quality and support of their libraries; and so on. A few of these variations may be noted in Tables 1-3.[1]

The Agencies[2]

Identification.--In Texas today, there are ten library education agencies, of which five have programs leading to the Master's degree in library science. Four of the five are in state institutions (Table 6). All five also offer undergraduate courses, but only three have Bachelor's degree programs in library science. Three of the five are nationally accredited by the American Library Association, and a fourth, formerly accredited, plans to seek re-accreditation within the near future. All five also have school library certification programs--provisional or provisional and professional--that are approved by the Texas Education Agency (Table 8). One of the five is located at Commerce; two, at Denton; one, at Austin; and the fifth, at San Antonio.

Three of the five undergraduate programs are in state institutions; the other two in private, church-related institutions (Table 6). Two of the five have programs leading to a Bachelor's degree; the other three offer courses preparing for provisional school library certification. In all five, the certification programs has been approved by the Texas Education Agency--in one, on a provisional basis. The agencies are located at Prairie View,

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[1] For a full description of academic library resources, see Edward G. Holley and Donald D. Hendricks, Resources of Texas Libraries. Austin: Texas State Library, 1968.

[2] Because of the variation in the name of the library education unit on the various campuses, the term "agency" has been used throughout the report.

Huntsville, El Paso, Waco and San Antonio.

Financial support.--In the graduate-level programs in the three state institutions for which information was obtainable, expenditures for the calendar year, 1966/1967, ranged from $102,310 to $177,623; and for faculty salaries alone, from $56,671 to $106,048 (Table 9). None of the three had an income in that year as high as $200,000, the minimum recommended for a graduate-level program, however small. The total anticipated income for the long session, 1967/1968, makes a better showing, ranging from $140,003 to $333,067. It should be noted, however, that these figures include funds from federal or other sources; income from appropriated funds would still be below the recommended minimum.

Information was obtainable for only two of the five undergraduate level programs, Prairie View with one full-time teacher, and Sam Houston, with one full-time and three part-time faculty members. The total income, it may be noted from Table 9, comes nowhere near the generally accepted total required for an undergraduate program ($50,000). It is quite unlikely that the income of any of the other three undergraduate programs was any higher, if as high, as that shown for the two for which information was secured.

Faculty size.--Two of the graduate-level programs had a full-time faculty of seven members (Texas Woman's and UT at Austin); two had five (North Texas and O.L.L.), and one had two (East Texas). Three of the agencies reported on regular part-time faculty members: East Texas, one (who stated that he taught full-time while at the same time devoting 80 per cent of his time to work in the institution's library); Our Lady of the Lake, three, each teaching one course; and The University of Texas at Austin, five, each teaching one course; ~~and The University of Texas at Austin, five, each teaching one course~~ (Table 10). Authorities now consider that a full-time faculty of ten members represents the minimum for a graduate-level program, and additional full-time teachers are indicated, depending upon the breadth, level and quality of the program offered.

One of the five undergraduate-level programs reported two full-time faculty members; two each, have one; and two each, have one part-time--one spending 50 per cent of her time in the curriculum library and the other, 15 per cent of her time in the library of the institution. One of the five also uses three library staff members on a part-time basis (Table 10).

Faculty rank.--On the 26 full-time faculty members in the graduate-level agencies, nine are men; nine of the 26 hold the rank of professor (including the five program heads); five are associate professors; nine, assistant professors; and three, instructors (Table 10).

In one of the five undergraduate-level agencies, there is one associate professor and one assistant professor, both in the same institution; the remaining four--two full-time, two part-time in charge of the programs--are instructors.

Faculty ages.--As may be seen in Table 11, agency faculties, as a group, are old. In the ten agencies, the ages range from 28 to 67; the median for the men is 51; for the women, 57; and for the entire group, 55. Over 60 per cent are over 50; and more than a fourth, over 60.

Faculty education.--The highest non-library science degree held by 19 of the faculty members in graduate and undergraduate-level agencies is the Bachelor's; 12 hold a Master's degree; and one a doctorate in education.

Ten hold the doctorate in library science, nine of whom are in the three A.L.A.-accredited schools; four hold the sixth-year Master's in library science;[1] 15, the fifth-year Master's; and two, the fifth-year Bachelor's as their highest library science degree (Table 12, 13).

The library schools attended by faculty members are shown in Table 13. In each of the three accredited schools, it may be noted, eight schools were represented, all nationally accredited; at East Texas, three schools, including that institution; and at Our Lady of the Lake, two schools, including that institution. In the undergraduate agencies only five accredited schools are represented, including two in Texas. Two conditions should be noted: the incidence of in-breeding, and the number of faculty members who had obtained all of their education in library science in the state.

Faculty work experience.--In the graduate-level agencies, 20 of the faculty members reported library work experience in academic libraries; 14 in school libraries; eight, in special libraries; and six, in public libraries. Twelve had worked in two or more types. In the undergraduate level agencies, five teachers reported that they had worked in academic libraries; five, in school libraries; one in a public library; and one in a special library. In the graduate level agencies, the work experience of around half of the faculty members had been exclusivley in Texas libraries; and in the undergraduate agencies, the work of all except one had been in libraries in the state.

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[1] Actually, it is possible that not all of the six hold this degree; at a few schools, the B.S. in L.S. formerly could be "converted" to a Master's degree with considerably less work than was required by the former Type 1 schools for the sixth-year degree.

Faculty teaching loads.--The teaching load in the graduate-level agencies ranged from six to 21 hours (not including that of program directors) in the long session and from three to 10 hours in the summer session (Table 14). In most instances, the heavier teaching loads were reported by assistant professors, although this was not always the case. With one exception (East Texas where the program head reported 15 hours in the long session and six in each of the summer terms) the program heads reported a teaching load of from three to six hours a semester and usually three in each of the summer terms. Only at The University of Texas at Austin was the normal teaching load less than 12 hours. The high prevalence of teaching loads of over 12 hours, found in the agencies, is doubtless in accord with general campus practice, but it does point up the lack of recognition by institution authorities of the heavy preparation demands of teaching in a professional field.

In the undergraduate agencies the teaching load appeared to be rather consistently heavier than that in the graduate agencies; and in some instances, the load appeared to be excessively high.

Most faculty members in all of the agencies reported teaching also in the summer session for one or both terms.

Faculty salaries.--Table 15 shows average salaries of library science teachers in the state institutions compared with the averages prevailing on the several campuses. No conclusions can be drawn; for some ranks at some of the institutions the salaries of library science teachers were higher than the campus average, and in other instances, they were lower. Of the graduate level agencies, at North Texas the average salaries of the five library science teachers appeared to be uniformly lower than those for the campus as a whole. In view of the extreme shortage over the country of high-caliber library science teachers, it seems certain that unless higher salaries can be paid, the agencies will have considerable difficulty in building their faculties to the strength required by first-rate library schools.

Enrollment and hourage registration.--The graduate level agencies reported a head count enrollment of 362 graduate students, and 521 undergraduate; the undergraduate agencies, 26 graduate students and 282 undergraduate. For both, there were 388 graduate students and 803 undergraduate students, an overall total of 1191 (Table 17).

These totals, however, are drastically reduced if the number of students in full-time equivalent is derived by dividing the hourage registration by the full-time student course load. Considering nine hours as a full-time load for graduate students, the number of graduate students would be around 229, and 172, if the full-time load is considered to be 12 hours. And, using 12 and 15 hours as the normal full-time load for undergraduate students, the corresponding totals would be 204 and 163. In the undergraduate agencies, the number of full-time equivalent students would be very small. The overall picture in all of the agencies, then, is one of enrollments much too small.

Degrees and certificates completed.--As may be noted in Table 18, the graduate level agencies reported that 170 students had completed requirements for the Master's degree during the year, and 64, requirements for the Bachelor's degree. The two undergraduate agencies with Bachelor's degree programs reported 19 graduates. In all, then, 253 students were awarded either Master's or Bachelor's degrees that year, a small fraction of those needed in Texas, even if all remained in the state, which is not the case.

During the year, a total of 167 students completed school library certification requirements, 156 for the provisional certificate and 11 for the professional. Of these, however, 46 completed certification requirements concurrently with meeting degree requirements, so the total number available for work in Texas libraries was 121.[1]

Curriculum.--In the brief time the investigators were able to spend on each campus there was unfortunately no time to study the curriculum of an agency in any detail. A few observations based on examination of catalogues, however, may be made. In the first place, it would appear that in view of the small faculties, too many courses are being offered (or, at least listed in the catalogues of some agencies). At the same time, needed specialized courses are not being offered. Such courses are becoming increasingly important, but their offering should be based on a state plan whereby the courses are offered by the agency best prepared to do so. In the third place, though overstandardization should be avoided, it would seem to be desirable and possible to achieve greater uniformity in titles and content of a number of "core" courses which would greatly facilitate transfer of credit from one agency to another, especially in the case of prerequisite courses.

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[1] Unfortunately, information was not available from East Texas. Th Texas Education Agency reported that for 1966/1967, 33 provisional certificates had been granted, 123 fewer than reported by the agencies themselves. The discrepancy apparently is due to the fact that the parent institutions report to the Agency only certificates completed concurrently with completion of Bachelor's degree requirements.

Extension courses and continuing education.--In Table 19, information about late afternoon, evening, Saturday and extension courses and opportunities for continuing education is presented. Most of the agencies reported that they offered classes at hours convenient to part-time or commuting students. While this practice has merit, at the same time it is evidence that a good percentage of the students are part-time. Two of the agencies reported a few conferences, institutes or workshops during the past three years. The offering of extension courses on a fairly regular basis was reported by only one agency. Obviously, the agencies are not accomplishing very much in the way of providing opportunities for students to take extension courses or for practicing librarians to benefit from continuing education. One of the Denton agencies reported that institutional regulations prohibited the offering of extension courses; the other agency there was handicapped by the regulation that extension courses had to be taught by regular faculty members, all of whom have full-time (and heavy) teaching loads. In most instances, too, the compensation for extension courses is too low to make the teaching of them attractive. Texas is a large state and extension courses (which should be offered only by the nationally accredited schools, or under their supervision) cannot be offered in a great many places. At the same time, both extension courses and opportunities for continuing education should be provided in a number of population centers and both are the responsibility of the library education agencies.

Library collections.--Information about library collections of the ten agencies is contained in Table 20. (Information about the library collections of the parent institutions, previously referred to, will be found in Table 4.) As may be seen, there is a wide range in all categories--the number of books for children and young people, in the "practice" collections, in the strictly library science collections, and the amount of money allocated for L.S. books and periodicals. As was previously noted, some of the agencies have been in continuous operation for a long time, several for over thirty years (Table 5) and yet the materials needed to adequately support a "live" curriculum are still quite meager. The investigators were surprised to find in some of the undergraduate level agencies that little attention had been given to building the collection of library science materials, even though in one instance the agency expressed the intent of offering graduate work. In several instances, the faculty member mainly responsible for the program seemed to consider that having a collection of books for children and young people was the major need or requirement to be met. Without belaboring the point, it is obvious that all of the collections need strengthening, some very decidedly so.

Quarters.--Some of the agencies reported that new or expanded quarters were being planned. At the time of the visits, however, few if any of the agencies had quarters that could be considered adequate in size, facilities or equipment. In only two instances, could it be said that present quarters (even if too small) had been planned; it was obvious that some were in what might at best be called "makeshift." All of the agencies will need much larger and better quarters if they are to accommodate the number of students which they felt could be accommodated.

Nonteaching staff.--All of the graduate-level agencies, except one, reported having a full-time secretary; one, a full-time and one a half-time reviser; four, with separate library collections, stated that they had a full-time librarian. As might be expected, the size of the "supportive" staff in the undergraduate-level agencies was smaller than that in the graduate agencies. In none of the agencies, it is likely, is there sufficient clerical assistance, and if this is the case faculty members are forced to spend part of their time at purely clerical tasks.

The Setting for Planning

The Profession

The library profession has come to a crossroads, to a turning point: it can become a clerical occupation, requiring comparatively little education, concerned largely with the physical aspect of the book and other media of communication and with the mechanics of library operation. The librarian can spend his days on the mechanical manipulation of knowledge, on stocking materials he does not comprehend or pretend to see the use for; or the profession may mature and take its place with the older and more prestigious occupations. The route to be taken will be decided largely by the caliber of recruits attracted to the profession and by the level and quality of education offered them.

Within the past 25 years, libraries have become very important to society. After centuries of being important to a few people, but to very few, they have become essential to everyone preparing for or engaged in the world's work--from the child in the elementary school to the scientist in his laboratory. Not just books, but libraries, are essential; for knowledge is increasing so rapidly that only a library can provide access to the new ideas and information needed for serious investigation upon which the welfare of the nation hinges.

The dilemma of the profession is that faced by other professions: it is facing dual needs--the need for far abler and better educated librarians, and the need for more people to work in libraries. This duality has confused the public and made more difficult the design of a pattern of education calculated to serve either need without being detrimental to the other.

Leaders must be provided or there will be no progress, nor will the needs of library users be met, but no library can be staffed entirely with leaders; the work must go on in libraries which means that along with the better qualified librarians, supportive staff must be employed--nonlibrarian subject specialists, technical assistants and clerical workers. In setting up a program of education, it is necessary to choose the level of employment that the education and training prepare for, for there should be no confusion in the mind of faculty or student about the future career for which the program prepares.

In library work, as in all professions, there doubtless will always be shortages, but if more and better qualified librarians can be prepared, if library administrators will make full and intelligent use of supportive staff, and if advantage can be taken of systems planning and of the newer technologies of information storage, retrieval and transfer, a design and a plan for ameliorating some of the consequences of shortages will have been achieved.

Librarians in Texas

There are fewer books and fewer librarians in Texas than in some other states; Texas has spent less money on its libraries than some of the other states. The level of development of libraries has much to do with recruitment to librarianship from the same area. Recruitment for public librarianship is a case in point. Public libraries in Texas, as a group are below average or substandard. Consequently, relatively few library school students want to work in public libraries. Too, the salaries in Texas public libraries are lower than in some other types of libraries. Salaries and recruitment go together.

Junior colleges are increasing in number and enrolling increasingly large number of students. As a group, junior college libraries have been poor; junior college librarians are more like high school librarians than senior college librarians in their qualifications. The most potent recruitment measure for junior college librarians would be the setting up of excellent junior college libraries staffed with highly competent professional librarians.

Senior college librarians in Texas are probably the best qualified of all the types. They are better educated; they make better salaries; their working conditions are better. And, except in the smaller, weaker institutions, the problem of recruiting to academic librarianship is not as acute as that for other types of libraries.

Percentage-wise, it is likely that the number of school librarians who hold graduate degrees in library science is smaller than in most of the other types of libraries. For the provisional certificate, 18 semester hours only in library science, rather than a library degree, is required. Most of the school librarians certified are teachers, oftentimes older teachers, sometimes not too successful teachers; some hold Master's degrees, but many lack the qualifications for admission to graduate school; they are an older group. Relatively few undergraduate students seek the school librarian certificate since they find it difficult, if not impossible, to meet requirements for a teaching certificate _and_ the librarian certificate in four years and, too, they will receive no higher salary for holding both certificates than for holding the teaching certificate only. Much too little emphasis in existing programs has to-date been placed on preparing school library media specialists.

Special librarians are a heterogeneous group. Some formerly were secretaries or clerical workers; a few are well-educated scientists, but far too few; many lack college degrees; many are without any particular subject preparation for the work they are called upon to do. Formerly, organizations in need of a librarian placed little emphasis on formal library training, but this picture now is rapidly changing. Less has been accomplished by the library education agencies to meet the needs of special librarians than of any of the other types. Special librarians seem to find it difficult or impossible to attend a library school; many are not qualified for admission, yet they need help in the form of extension courses, workshops, short courses, etc.

Tables 21-41 in Section III contain some of the information assembled by graduate students about academic public and special librarians in the state. To-date, no thorough-going study of school librarians in Texas has been made.

That shortages for all types of librarians exist in Texas, as elsewhere over the country, is undeniable, but the exact extent and nature of these shortages are difficult to document for several reasons, including the foggy, imprecise definition of the term, "librarian"; the lack of any exact census of the number and qualifications of those holding positions in libraries; the lack of position classifications and uniformity in titles in classifications that do exist; the fact that many of the presently unfilled "professional" positions cannot be filled because of low salaries, unsatisfactory working conditions, geographical location, or some other condition; and the lack of validity of need projections that have been attempted.

Even without precise statistical information about present and future needs of the state for librarians--information which can be secured only by long and involved study--an effort must be made to improve the state of library education in the state; and, although much of the needed information is missing, the general outlines of a plan seem reasonably clear.

Recommendations[1]

There should be four levels of professional education for librarianship in the state: doctoral, postmaster's, master's, and an undergraduate 18-hour major or minor.[2]

There should be one strong doctoral program in Texas, established as soon as possible and this program should be at The University of Texas at Austin, the strongest publicly supported in the state and region. The criteria to be met are those set by the Association of Graduate Schools in the Association of American Universities and the Council of Graduate Schools in the United States.[3] One doctoral program should be sufficient for the state and region within the foreseeable future.

For specialization beyond the fifth-year of study, a sixth-year of study should be provided in the library schools--immediately, in the A.I.A.-accredited schools and when feasible in the other two schools, the establishment of which is recommended in the following paragraph.

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[1] Only publicly supported library education agencies are considered in this section, even though privately supported agencies have been referred to in the previous discussion and information about them contained in many of the tables.

[2] While there is some evidence that in some libraries, the technical library assistant might be usefully employed, the answer to this question must rest with library administrators, rather than with library educators. If such programs are offered, however, they should be offered only in a few, strong, strategically located junior colleges. The programs are clearly vocational and must be definitely designated as such.

[3] See "Tentative Guidelines for Doctoral Programs in Librarianship," issued by the Committee on Accreditation of the American Library Association, in Section IV.

There should be four master's degree programs: in Denton at North Texas University; in Austin at The University of Texas; in Lubbock at Texas Technological College; and in Houston at the University of Houston. The program at Texas Woman's University should be combined with the program at North Texas--one campus, one director, one book collection, one program. It is better to have one large, strong school than two smaller and weaker ones. The schools in Austin and Denton should be very greatly strengthened and expanded to accommodate several times as many students as they now have. When a strong faculty has been assembled, when adequate library resources have been built, and when a strong program of study has been prepared, the schools at Texas Tech and the University of Houston should be established. When established, the programs at the two institutions should be planned to lead to the master's degree and to meet national standards for accreditation within a relatively brief period of time. No other institution in Texas has the resources to offer graduate work in library science. (See "Selecting a Site for a Graduate Library School--The Criteria," in Appendix IV.)

Undergraduate programs limited to 18 semester hours, should be located at Sam Houston State College and East Texas State University (the present graduate program at the latter institution should be discontinued immediately); at Prairie View; at the University of Texas at El Paso; and at Texas A & I University. Recommendation of the last three has to be tentative, since it is made with strong reservations. The agency at Prairie View is extremely weak and the state would probably be better off without the program there; but if it should be discontinued, there would be no opportunity for many of the Negroes in the state to obtain any preparation for library work, even at the assistant level. The program at El Paso, in the opinion of all who have inspected it, is the weakest in the state; an agency is needed in that section of the state, but it would be better to have none than the kind now in operation. It should be allowed to continue only if adequate resources, faculty, and curriculum are provided: promises, plans and prospects should not suffice. Texas A & I is recommended solely because it is felt that there should be a library science program in that part of the state. It definitely should not be permitted to go into a graduate program or a program to train library technical assistants; it does not have the resources for the first and the latter should not be offered by an institution that has any type of professional library science program. (The President spoke of initiating both programs.) Programs should not be authorized at either Stephen F. Austin State College or Pan American College; neither has the resources and, moreover, their geographic location does not indicate the need. The program at Sul Ross should never be revived.

The undergraduate programs will prepare mainly for the provisional certification of school librarians, but in time they should also help to prepare professional assistants to work in other types of libraries. With larger enrollments; with the preparation of assistants for work in academic, public and special libraries; and if the teaching of courses in children's literature and literature for young adults for the campus as a whole is entrusted to the library education agency, the problems involved in offering only 18 semester hours in library science should be solved.

In connection with undergraduate programs, one particular problem needs to be resolved. The Texas Education Agency approves programs for the certification of school librarians; the Coordinating Board decides where programs of study are to be located. There should be agreement by the two agencies on criteria and standards for approving these programs.

The above recommendations have been made after careful consideration of all the circumstances and conditions involved. The investigators are firmly convinced that the needs of the State can better be met by having a relatively few good programs than by permitting the proliferation of weak programs at many institutions.

SECTION III

TABLES

TABLE 1

UNIVERSITIES AND COLLEGES INCLUDED IN SURVEY: ENROLLMENT, FALL, 1967

Name of Institution	Head Count	FTE	Graduate
Offering Master's program			
East Texas State University	8327	7343	1426
North Texas State University[a]	14589	15773[f]	2409
Our Lady of the Lake[b]	1456	1080	487
Texas Woman's University[a]	4549	...	575
University of Texas at Austin[a]	29841	26430	7306
Considering new Master's program			
Texas Technological College	18646	...	1858
University of Houston	21770	17381	4543
Offering only undergraduate program			
Baylor University[b]	6673	5789	445
Incarnate Word College[b]	1252	917	174
Prairie View A. & M. College	3866	3734	427
Sam Houston State College	7100	6819	688
Sul Ross State College[c]	1862	1884[f]	103
University of Texas at El Paso[d]	9029	...	1098
Considering new undergraduate program[e]			
Pan American College	3678	3099	...
Stephen F. Austin State College	8023	7533	369
Texas A. & I. University	5294	4717	439

[a] Accredited by American Library Association.

[b] Non-public, church-related institution.

[c] Has been inactive for lack of students and faculty since 1962/63, but administration hopes to reactivate and continue the program; not approved by TEA.

[d] TEA gave probationary approval to agency for one year, 1967/68; to be reviewed during the year.

[e] A proposal for a new program has been submitted to the Coordinating Board by each of the colleges.

[f] Discrepancy between head count and full-time equivalent apparently explained by number of students carrying more than an average full-time course load.

TABLE 2

UNIVERSITIES AND COLLEGES INCLUDED IN THE STUDY
MAJOR PURPOSE AND EMPHASIS[a]

Name	Major Purpose and Emphasis
Offering Master's Program	
East Texas State University	A multipurpose liberal arts and teacher training institution, it prepares students for careers in education, business, industry, government, agriculture and the professions, and provides programs leading to a liberal education.
North Texas State University	Although established primarily for the education of teachers, N.T.S.U. has broadened its scope to include training in many fields. Students may prepare for teaching, business, commercial art, food preparation, scientific research, journalism, music, radio and other vocational work. Also, pre-professional courses are provided.
Our Lady of the Lake	Offers a liberalizing education based on Christian principles.
Texas Woman's University	Prepares for careers women can go into. Emphasizes the importance of both liberal education and specialized study. Liberal education is deemed essential to women as responsible citizens in our free society, and specialized study is regarded as indispensable to students preparing themselves for active careers.
University of Texas at Austin	The Constitution of Texas specifies that The University of Texas is to be "a university of the first class." The Committee of 75, in its Report (December 6, 1958) sets four "missions" for The University.
	First, comes the general statement that The University should become a major center for learning, scholarship and research, diffusing as well as advancing knowledge including that pertaining specifically and particularly to the state and region.
	Second, "a dominating mission of The University should be to serve as a center for learning by students" not only for those coming to prepare for adult life and a first career but also for those seeking continuing education. It "should assume a special obligation to serve adequately those students who are of outstanding intellectual capacity . . ."
	Third, "as a capstone of the Texas system of higher education, The University has a special obligation to work for the development of an adequate and efficient total system of higher education in Texas. Its mission is not to be found apart from that system but within it."

(Table continues)

TABLE 2--Continued

Name	Major Purpose and Emphasis
	Fourth, "through research and public service it must make important contributions to the state's economic development, civic achievements, and cultural attainments"; but, "it must at all times be remembered that a truly great university will tolerate no geographical boundaries. The University of Texas must find its proper place in the community of scholars which comprises the great universities of the world."
Considering new M.L.S. program	
Texas Technological College	Supported in its belief by past developments, current trends, geographical considerations, and a philosophy of higher education, the Committee on Purpose believes that Texas Technological College can best serve the future by striving to be a multipurpose state university of the first class -- the center of learning in West Texas -- which provides opportunity for a liberal education and professional training at the undergraduate and graduate levels.
University of Houston	Broad multi-versity, offering education in the liberal arts and in many professions.
Offering only undergraduate program	
Baylor University	To promote learning in an atmosphere of freedom: to offer a program of liberal arts and professional education that will guide students in their quest for knowledge, motivate them toward self-realization, and enable them to cultivate a greater appreciation of the highest values. Scholarship is considered to be not an end in itself but a means by which students may develop a high degree of usefulness.
Incarnate Word College	To offer young women a program of liberal education . . . . Founded on liberal arts, the programs seek to prepare the student for her primary role in the home, for community service, and for a career in various professions such as teaching, nursing, medical services, journalism, music, scientific research, and business.
Prairie View A. & M. College	A Texas land grant college offering training in agriculture, home economics and engineering; offering liberal arts and scientific curricula; it is perhaps primarily concerned now with teacher education.
Sam Houston State College	A multipurpose liberal arts college with strong programs through the master's degree level for the preparation of personnel for public schools and junior colleges.
Sul Ross State College	A college offering programs in liberal arts, business administration, range animal science, teacher education, industrial arts, and home economics. The majority of graduates go into teaching in the public schools.

(Table continues)

TABLE 2--Continued

Name	Major Purpose and Emphasis
University of Texas at El Paso	Through teaching, research and public service, The University of Texas at El Paso seeks to equip men and women for the professions and for constructive living and to offer them the opportunity to explore various fields of knowledge freely in an atmosphere of respect for the rights and responsibilities of scholarship and citizenship. Professional education is provided in engineering, education and business administration.
Considering new undergraduate program	
Pan American College	To help perpetuate the best American cultural heritage and to blend with it the outstanding features of Latin-American culture, and to propogate the best that is known and thought in the world. Basically it is a liberal arts college but emphasizes preparation of teachers.
Stephen F. Austin State College	The furtherance of education of the highest standard of excellence for qualified students within the framework of a liberal arts curriculum.
Texas A. & I. University	Emphasizes liberal arts, industrial arts and commerce, military science and education. Of the graduates, over 50 per cent become teachers, more in secondary than in elementary schools.

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[a] The statements of purpose and emphasis have been paraphrased and copied in part from catalogs, brochures, and various publications of the institutions and also from oral comments offered by a spokesman for the institution -- dean, registrar, vice president, etc. The written statement provided by the spokesman for the library education agency in some instances has been abbreviated and presented only in phrases.

TABLE 3

UNIVERSITIES AND COLLEGES INCLUDED IN SURVEY DEGREE PROGRAMS AND GRADUATES

Name of Institution	Number of Majors Offered for Degrees[a]			Number of Graduates, 1966/67		
	Bachelor's	Master's	Doctor's	Bachelor's	Master's	Doctor's
Offering M.L.S. Program						
East Texas	25	25	4	991	550	21
North Texas	32	19	6	1816	667	39
Our Lady of the Lake	18	5	. . .	153	173	. . .
Texas Woman's University	30	24	4	1022	281	23
Univ. of Texas at Austin	80	70	50+	4480	714	340
Considering New M.L.S. Program						
Texas Tech.	53	39	15	2077	337	30
University of Houston	44	35	12	2198	448	77
Offering only Undergraduate Program						
Baylor	26	22	6	1103	212	26
Incarnate Word	23	3	. . .	198	23	. . .
Prairie View	20	17	. . .	427	195	. . .
Sam Houston	30	18	. . .	1001	310	. . .
Sul Ross	21	10	. . .	397	78	. . .
University of Texas at El Paso	28	9	. . .	721	158	. . .
Considering New Undergraduate Program						
Pan American	18	. . .	. . .	293	. . .	. . .
Stephen F. Austin	28	17	. . .	808	221	. . .
Texas A & I	30	18	. . .	672	146	. . .

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[a] Usually an approximate figure obtained from scanning the 1967/68 catalog; some figures, however, were supplied by institutional spokesmen.

TABLE 4

LIBRARIES OF THE PARENT INSTITUTIONS

Name of Institution	Number of Volumes	Periodical Subscriptions	Income for Materials 1967/68	Gourman Rating of Library[a]
Offering M.L.S. Program				
East Texas State University	367,893	1,293	$243,753	D
North Texas State University	603,777	3,717	307,952	D
Our Lady of the Lake College	78,138	545	34,347	D
Texas Woman's University	301,320	1,648	162,000	D
U.T. at Austin	1,976,674	14,300	612,300[b]	B
Considering New M.L.S. Program				
Texas Technological College	1,000,000	6,000	661,251(incl.law)	C
University of Houston	421,150	4,190	681,000(incl.gifts)	C
Offering only Undergraduate Program				
Baylor University	386,000	2,300	103,150	C
Incarnate Word College	70,000	473	33,404	D
Prairie View A. & M. College	106,000	846	117,428	C
Sam Houston State College	254,640	1,404	176,000	D
Sul Ross State College[d]	112,000	500	50,000	D
U.T. at El Paso	225,618	1,850	173,166	C
Considering New Undergraduate Program				
Pan American College[c]	67,000	751	66,384	D
Stephen F. Austin State College[c]	155,000	1,300	202,422	D
Texas A. & I. University[c]	165,000	1,200	113,785	C

[a] Jack Gourman, The Gourman Report: Ratings of American Colleges: 1967-68 Ed. (Phoenix, Washington D.C., Los Angeles: Continuing Education Institute, 1967). No brief is held for these ratings; included for interest.

[b] Amount allocated from General Fund only; additional amount not reported until end of fiscal year. Total expenditure for books, periodicals and binding for 1967/68 was $2,471,835.

[c] Proposal for a program of education for librarianship has been submitted to the Coordinating Board.

[d] Program inactive for lack of faculty and students since 1962/63, but administration hopes to continue it.

TABLE 4--Continued

Name of Institution	No. on Staff	Professionals in F.T.E.	No. Grads. of A.L.A. Schools	Expenditures for Salaries	Immediate Superior of Librarian
Offering M.L.S. Program					
East Texas State University	32	16	2	a	V.P. for Acad. Affairs
North Texas State University	78.75	32.75	16	$561,263	President
Our Lady of the Lake College	11	3	3	a	Academic Dean
Texas Woman's University	19	8	7	a	President
U.T. at Austin	206.50	84.75	65	1,278,626	President
Considering New M.L.S. Program					
Texas Technological College	68	29	22	a	a
University of Houston	85	29	a	a	V.P. & Dean of Faculties
Offering only Undergraduate Program					
Baylor University	27	12	8	161,000	President
Incarnate Word College	7	3	3	a	President
Prairie View A. & M. College	22	5	5	104,544	President
Sam Houston State College	31	11	10	210,790	Academic V.P.
Sul Ross State College	6	4	0	a	Academic Dean
U.T. at El Paso	33	8	5	a	a
Considering New Undergraduate Program					
Pan American College	13.5	5	5	a	Dean of the College
Stephen F. Austin State College	31	14	10	190,700	V.P. for Acad. Affairs & President
Texas A. & I. University	17	9	7	125,340	President

[a] Information not supplied.

TABLE 5

FIRST APPEARANCE OF LIBRARY SCIENCE COURSES IN SELECTED COLLEGES AND UNIVERSITIES[a]

Parent Institution[b]	Date of First Courses	Major Purpose of First Courses	Continuity of Courses
The University of Texas	1901	Prepare for work in The University	Continuous since 1948
Sul Ross State College	1923	Prepare school librarians	Revived September, 1955
Stephen F. Austin State College	1924	Prepare school librarians	Currently discontinued
North Texas State College	1925	Prepare school librarians	Continuous since 1940
Southwest Texas State Teachers Col.	1926	Prepare teacher-librarians	Currently discontinued
Texas State College for Women	1928	Prepare general librarians	Continuous since 1928
Our Lady of the Lake College	1931	Prepare general librarians, especially for Catholic schools	Continuous since 1931
Incarnate Word College	1932	Prepare teacher-librarians	Continuous since 1950
East Texas State Teachers College	1936	Prepare school librarians	Continuous since 1936
Sam Houston State Teachers College	1936	Prepare school librarians	Continuous since 1936
Prairie View A & M College	1936	Prepare school librarians	Continuous since 1946
University of Houston	1944	Prepare school librarians	Currently discontinued
Texas Southern University	1949	Prepare school librarians	Currently discontinued
Baylor University	1954	Prepare school librarians	Continuous since 1954 (summer sessions only)

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[a] Copied from Harold Wayne Billings, The Education of Librarians in Texas, 1955 (Texas Papers on Library Topics, No. 1; Austin: Graduate School of Library Science, The University of Texas, 1956), p. 28.

[b] Arranged by date of beginning of first library science program. The program at The University of Texas at El Paso has been started since the table was compiled. A course in "Children's Literature in the Elementary School" had been taught in the Department of Education for some years and still is. In the 1966/67 Bulletin, "Library Services (Sponsored by the Department of Education)" was first listed and was repeated in the 1967/68 Bulletin. The stated objectives of the new program are shown in Table .

TABLE 6

ESTABLISHED LIBRARY EDUCATION AGENCIES: IDENTIFICATION, 1967

Parent Institution	Designation of LS Agency	Title of Agency Head	Immediate Superior
Graduate-level LS program			
East Texas	Department of Library Science	Head	Dean of Arts & Sciences
North Texas	Department of Library Service	Director	President; Dean A & S; Dean, Graduate School
Our Lady of the Lake	Department of Library Service	Chairman	Graduate Dean
Texas Woman's University	School of Library Science	Director	President
Univ. of Texas at Austin	Graduate School of Library Science	Director[a]	President; Dean, Graduate School
Undergraduate LS program			
Baylor	Department of Library Science	Chairman	Dean of Instruction, A & S
Incarnate Word	A unit within the Division of Teacher Education	Instructor	Head, Dept. of Teacher Ed.
Prairie View	Department of Library Service-Education	Chairman	Dean, School of A & S
Sam Houston State College	Department of Library Science	Director	Dean, School of Education
Univ. of Texas at El Paso	A unit within Dept. of Curriculum & Instruction, School of Education	Instructor	Dean, School of Education

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[a] Dean, starting in 1968/1969.

TABLE 7

LIBRARY EDUCATION AGENCIES: OBJECTIVES AND CREDENTIALS AWARDED

Parent Institution	Objectives	Credentials Awarded
Offering both graduate and undergraduate L.S. programs		
East Texas	To train school librarians, public, special and junior college librarians, and librarians for institutions of higher education	B.A.; B.S.; M.A.; M.S. in L.S.
North Texas	To offer basic professional education at the graduate level; to offer an undergraduate program to prepare librarians for junior positions in large libraries and major positions in small libraries; to conduct a certification program for school librarians	B.A.; M.L.S.
Our Lady of the Lake	To educate librarians . . .; to provide continuing education for practicing librarians . . .; to offer a program for school librarian certification	M.S. in L.S.
Texas Woman's University	To function as a multipurpose school (to prepare librarians for all four types of libraries); to offer 6th year specialization in media and information science; to offer program for school librarian certification	B.A.; B.S.; M.A.; M.L.S.; 6th-year credential
The University of Texas at Austin	At the graduate level, (1) to offer programs of study leading to (a) the master's degree for first-level professional positions in public, school, college, university and special libraries; (b) 6th-year specialization and the doctorate for advanced-level administrative, research and teaching positions; and (2) to establish and direct a center for research and information services for the state and region; at the undergraduate level, (1) to offer programs of study preparing (a) for first-level school librarian certification; and (b) for assistant positions in public, special, and academic libraries; and (2) to provide service courses required for teacher certification	M.L.S.; Ph.D. (anticipated)

TABLE 7--Continued

Parent Institution	Objectives	Credentials Awarded
Offering only undergraduate L.S. program		
Baylor University	To offer a basic curriculum to prepare librarians for school, public and church libraries; to offer preparation for school librarian certification	B.A.
Incarnate Word College	To provide L.S. courses required for school librarian certification	None
Prairie View A. and M. College	To prepare school librarians; to acquaint teachers and administrators with the functions of school libraries; to lay the foundation for graduate work in library science; to build an appreciation for books and nonbook materials as sources of information, inspiration, culture and recreation	B.S.
Sam Houston State College	To prepare librarians for school, junior college, public and private libraries; to expand to a major at the master's degree level; to qualify for A.L.A. accreditation; to provide preparation for paraprofessional personnel; and to evolve a limited number of specializations	B.A.; B.S.; minor on M.A., M.S., M.B.A., and M.Ed. degrees
University of Texas at El Paso	To provide a foundation for further work toward an L.S. degree; to provide training to equip a teacher for work in a school library under supervision; to provide knowledge to enable classroom teachers to make effective use of the school library; to provide required courses for teachers seeking school librarian certification	None

TABLE 8

COLLEGES AND UNIVERSITIES IN TEXAS WITH T.E.A.-APPROVED PROGRAMS FOR PREPARATION OF SCHOOL LIBRARIANS

Institution	Place	Certificate Programs
Baylor University Department of Library Science Mrs. Zula Zon McDonald, Chairman	Waco	Provisional
East Texas State University[a] Department of Library Science Dr. John E. Burke, Director	Commerce	Provisional; Professional
Incarnate Word College (Library Science) Division of Teacher Education Sister M. Collette Ross, Instructor	San Antonio	Provisional
North Texas State University[a,b] Department of Library Service Dr. Glenn Sparks, Director	Denton	Provisional; Professional
Our Lady of the Lake College[a] Department of Library Science Sister Jane Marie, Director	San Antonio	Provisional
Prairie View A. & M. College Department of Library Service-Education William B. Scott, Librarian & Head, Dept.[c] (Mrs. Frances J. Davis, teacher)	Prairie View	Provisional
Sam Houston State College Department of Library Science Mrs. Lesta Norris Bates, Acting Director (Dr. Suler E. Ryan, Dean, School of Educ.)[d]	Huntsville	Provisional
Texas Woman's University[a,b] School of Library Science Miss D. Genevieve Dixon, Director	Denton	Provisional; Professional
The University of Texas at Austin[a,b] Graduate School of Library Science Dr. Robert R. Douglass, Dean	Austin	Provisional; Professional
The University of Texas at El Paso (Library Services) School of Education Dr. John W. McFarland, Dean[d] (Mrs. Icle Jean Stevens, Instructor)	El Paso	Probationary approval of Provisional for one year

[a] Offers Master's degree program. [b] Accredited by American Library Association.
[c] Was in authority over agency; died spring of 1968.
[d] Apparently in authority over agency.

TABLE 9

LIBRARY EDUCATION AGENCIES: FINANCIAL SUPPORT

Parent Institution	Expenditures, 1966/67 (12 mo. period)		Total Income, 1967/68 Long Session Only
	Faculty Salaries	Total	
Graduate-level LS program			
East Texas State University	a	a	a
North Texas State University	$ 57,671	$134,857	$140,003
Our Lady of the Lake College	22,694	55,635	96,524
Texas Woman's University	78,410	102,310	294,225
University of Texas at Austin	106,048	177,623	333,067
Undergraduate LS program			
Baylor University	a	a	a
Incarnate Word College	a	a	a
Prairie View A & M College	8,980	9,230	9,330
Sam Houston State College	25,441	26,670	12,543
Sul Ross[b]	. . .	. . .	. . .
University of Texas at El Paso	a	a	a

[a] Information not made available.

[b] Agency inactive; no expenditures.

TABLE 10

LIBRARY EDUCATION AGENCIES, FALL, 1967: NUMBER OF FACULTY, BY SEX AND RANK[a]

Rank	Men		Women		Both	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Graduate - A.L.A.-Accredited (State: 3)						
Professor	3	0	4	0	7	0
Assoc. Prof.	3	0	1	0	4	0
Assist. Prof.	1	0	6	0	7	0
Instructor	0	0	1	0	1	0
Lecturer	0	2	0	3	0	5
Total	7	2	12	3	19	5
Graduate - Non-A.L.A.-Accredited (State: 1)						
Professor	1	0	0	0	1	0
Assoc. Prof.	0	0	0	0	0	0
Assist. Prof.	0	0	0	0	0	0
Instructor	1	1	0	0	1	1
Lecturer	0	0	0	0	0	0
Total	2	1	0	0	2	1
Graduate - Non-A.L.A.-Accredited (Private: 1)						
Professor	0	0	1	0	1	0
Assoc. Prof.	0	0	1	0	1	0
Assist. Prof.	0	0	2	0	2	0
Instructor	0	0	1	0	1	0
Lecturer	0	3	0	0	0	3
Total	0	3	5	0	5	3
Undergraduate (State: 3)						
Professor	0	0	0	0	0	0
Assoc. Prof.	0	0	0	0	0	0
Assist. Prof.	0	0	0	1	0	1
Instructor	0	1	2	2	2	3
Lecturer	0	0	0	0	0	0
Total	0	1	2	3	2	4
Undergraduate (Private: 2)						
Professor	0	0	0	0	0	0
Assoc. Prof.	0	0	1	0	1	0
Assist. Prof.	0	0	1	0	1	0
Instructor	0	0	0	1	0	1
Lecturer	0	0	0	0	0	0
Total	0	0	2	1	2	1
Total	9	7	21	7	30	14

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[a] Some agencies did not report on long session part-time faculty members.

TABLE 11

LIBRARY EDUCATION AGENCIES, FALL, 1967: AGE OF FULL-TIME FACULTY MEMBERS[a]

Age Groups	No. of Men	No. of Women[a]	Men and Women	
			No.	Per Cent
Under 30	1	0	1	3.2
30-34	0	0	0	...
35-39	1	2	3	9.7
40-44	2	2	4	12.9
45-49	1	3	4	12.9
50-54	1	2	3	9.7
55-59	2	6	8	25.8
60 and over	1	7	8	25.8
Total	9	22	31	100.0
No Information	0	1	1	...
Total	9	23	32	...
Range	28-66	38-67	28-67	...
Median	51	57	55	...

[a] Includes two, not full-time, but the only teacher in each of two programs.

TABLE 12

LIBRARY EDUCATION AGENCIES, 1967: HIGHEST DEGREES HELD BY FULL-TIME FACULTY MEMBERS

Agencies	Academic			Professional				
	Bachelor's	Master's	Doctor's	5th-Year Bachelor's	5th-Year Master's	6th-Year Master's	Doctor's	Some Study; No degree
Graduate - A.L.A.-Accredited								
North Texas	4	1	0	1	0	1	3	0
Texas Woman's	4	3	0	0	3	2	2	0
U.T., Austin	3	4	0	0	2	0	4	1
Total	11	8	0	1	5	3	9	1
Graduate - Non-A.L.A.-Accredited (State)								
East Texas	1	0	1	1	1	0	0	0
Total	1	0	1	1	1	0	0	0
Graduate - Non-A.L.A.-Accredited (Private)								
Our Lady of the Lake	3	2	0	0	3	1	1	0
Total	3	2	0	0	3	1	1	0
Undergraduate (State)								
Prairie View	1	0	0	0	1	0	0	0
Sam Houston	1	0	0	0	1	0	0	0
U.T., El Paso	1[a]	0	0	0	1	0	0	0
Total	3	0	0	0	3	0	0	0
Undergraduate (Private)								
Baylor	0	2	0	0	2	0	0	0
Incarnate Word	1[a]	0	0	0	1	0	0	0
Total	1	2	0	0	3	0	0	0
All Agencies								
. . .	19	12	1	2	15	4	10	1

[a] Not in full-time teaching; included here because person is in charge of program and the only teacher. At El Paso, she spends half-time in teaching; at Incarnate Word, 85 per cent time in teaching.

TABLE 13

LIBRARY EDUCATION AGENCIES: LIBRARY SCHOOLS ATTENDED BY FULL AND PART-TIME FACULTY MEMBERS FOR DEGREES OR STUDY

Agencies	Number of Faculty Members Attending																		
	Atlanta U.	Chicago U.	Columbia	Denver	Drexel	East Texas	Emory	Illinois	LSU	Michigan	North Texas	Oklahoma	O.L.L.	Peabody	Pittsburgh[a]	T.W.U.	Texas	Western Reserve	No. Schools Represented
North Texas	...	2	1	...	...	...	1	1	...	2	1	...	...	...	...	1	1	...	8
Texas Woman's U.	...	1	...	...	...	...	...	1	1	2	...	...	...	1	1	2	...	...	8
U.T., Austin	...	4	2	...	1	...	...	1	...	1	...	1	...	1	...	...	4	...	8
East Texas	...	1	...	...	...	2	...	1[b]	...	...	...	...	...	...	...	...	...	...	3
Our Lady of the Lake	...	...	2	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	2
Baylor	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	2	...	...	2
Incarnate Word	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1
Prairie View	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Sam Houston	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	2	1	...	3
U.T., El Paso	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1

---

[a] Formerly Carnegie.

[b] One faculty member on leave for doctoral study at Illinois.

TABLE 14

LIBRARY EDUCATION AGENCIES: TEACHING LOADS OF REGULAR FACULTY MEMBERS, 1966/1967[a]

Agencies	Fall		Spring		Summer[b]	
	Range	Norm	Range	Norm	Range	Norm
Graduate: A.L.A.-Accredited						
North Texas	12-15	12	12-16	12	3-10	6
Texas Woman's	12-15	12	12-21	12	6-9	6
U.T., Austin	3-12	9	6-9	9	3-8	6
Graduate: Non-A.L.A.-Accredited						
East Texas	...	15	...	15	...	6
Our Lady of the Lake	9-12	9	3-12	12	3-6	6
Undergraduate						
Baylor	...	12	...	12	...	6
Incarnate Word[c]	...	9	...	9	...	6
Prairie View	...	12	...	12	...	18
Sam Houston	...	15	...	12	...	6
U.T., El Paso[d]	...	6	...	6	...	3

[a] Part-time regular faculty members normally teach one course (2-3 hrs) a semester, though one, spending 80 per cent of his time in a library position, reported a teaching load of 9, 12, 6, 6 hrs.

[b] Visiting summer teachers not included. Most of the regular long-session faculty members reported teaching in one or both of the six-weeks summer terms. At The University of Texas, undergraduate courses are offered in two six-weeks terms and graduate courses in nine or twelve-week terms.

[c] The one faculty member devotes 85 per cent of her time to teaching.

[d] The one faculty member devotes 50 per cent of her time to teaching.

TABLE 15

AVERAGE NINE-MONTH SALARIES FOR REGULAR FACULTY MEMBERS IN STATE LIBRARY EDUCATION AGENCIES COMPARED WITH AVERAGE SALARIES OF FACULTY FOR THE INSTITUTION AS A WHOLE, 1967/1968[a]

Agencies	Professor		Associate		Assistant		Instructor	
	L.S.	Campus	L.S.	Campus	L.S.	Campus	L.S.	Campus
Graduate								
East Texas	13,350	13,083	...	12,025	...	10,226	7,500	8,331
North Texas	15,000	15,225	12,450	12,646	9,450	10,374	...	7,239
Texas Woman's	14,166	14,482	...	12,495	11,010	10,499	8,000	8,181
Univ. of Texas, Austin	16,500	17,749	13,666	12,736	9,750	10,476	...	8,057
Undergraduate								
Prairie View	...	11,784	...	9,569	...	8,463	6,597	7,525
Sam Houston	...	12,369	...	10,749	...	9,443	8,343	7,395
Univ. of Texas, El Paso	...	12,762	...	10,622	...	8,821	7,500	7,155

[a] Campus averages from The TACT Bulletin, XX (November, 1967).

TABLE 16

LIBRARY EDUCATION AGENCIES: NON-TEACHING STAFF, FALL 1967

Parent Institution	Agency Staff			Agency Library Staff[a]		
	Reviser	Secretarial	Student Assistants	Librarian	Clerical	Pages
Graduate L.S. Programs						
East Texas	?	2 Clerical (PT ?)	?	...	...	...
Our Lady of the Lake	?	1 FT Secretary	?	1 FT	?	26 hrs. a week
North Texas	$\frac{1}{2}$ T.	1 FT Secretary 1 FT Clerical[b]	5 (15 hrs. week)	1 FT	1 FT	85 hrs. a week
Texas Woman's	?	1 FT Secretary 1 PT Clerical	1 PT	1 FT	?	63 hrs. a week
Univ. Texas, Austin	1 FT	1 FT Secretary 1 PT Clerical	3 (12-15 hrs a week)	1 FT	...	80 hrs. a week
Undergraduate L.S. Programs						
Baylor	...	...	60 hrs. a week	...	...	54 hrs. a week
Incarnate Word	...	...	9 hrs. a week	...	...	...
Prairie View	...	...	15 hrs. a week	...	...	...
Sam Houston	...	1 FT (?)	...	1 PT	...	57 hrs. a week
Univ. Texas, El Paso	...	...	...	...	...	...

[a] Items not applicable where agency collection is integrated with main library collection.
[b] Paid by Main Library.

TABLE 17

LIBRARY EDUCATION AGENCIES: HEAD COUNT ENROLLMENT AND HOURAGE REGISTRATION, FALL 1967

Parent Institution	Head Count Enrollment		Hourage Registration		Full-Time Course Load	
	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate
Graduate-Level Programs						
East Texas	?	?	?	?	12 ?	15 ?
North Texas	93	72	624	357	12	15
Our Lady of the Lake	64	58	417	231	9-12	15
Texas Woman's University	82	114	567	635	9	15
Univ. of Texas, Austin	123	277[a]	455	1227	9	15
Total	362	521	2063	2450	...	...
Undergraduate Programs						
Baylor	20	26	...	183	...	12
Incarnate Word	6	...	...	54	9	15 ?
Prairie View	...	90	...	270	12 ?	15 ?
Sam Houston	...	166	...	498	12 ?	15-18
Univ. of Texas, El Paso	?	?	...	?	9-12	15
Total	26	282	...	1005	...	...
Total	388	803	2063	3455	...	...

[a] Of these, 245 enrolled in Children's Literature, required course for elementary education majors.

TABLE 18

DEGREES AND SCHOOL LIBRARIAN CERTIFICATES COMPLETED
AT LIBRARY EDUCATION AGENCIES, 1966/1967

Parent Institution	Number of Degrees Awarded		Number of School Librarian Certificates [Recommended]			
	Bachelor's	Master's	Bachelor's	Post-bachelor's	Master's	Total
Graduate-level program						
East Texas	14	79	?	?	?	?
North Texas	18	19	6	23 prov., 1 prof.	0	30
Our Lady of the Lake	10	8	3[a]	35[a]	0	38
Texas Woman's University	22	39	23	0	10 prof.	33
U.T. at Austin	...	25	0	32	0	32
Undergraduate L.S. program						
Baylor	...	...	1	8	0	9
Incarnate Word	...	...	0	9	0	9
Prairie View	14	...	1	0	0	1
Sam Houston	5	...	1[a]	33[a]	0	34
U.T. at El Paso	...	...	0	0	0	0

[a] As reported by the agency or some unit of the parent institution to the Texas Education Agency.

TABLE 19

LIBRARY EDUCATION AGENCIES: EXTENSION, LATE-AFTERNOON, EVENING AND SATURDAY CLASSES AND CONTINUING EDUCATION

Agency	Extension Courses		Late-Afternoon and Saturday	Workshops, Conferences, Institutes, etc., Within Past 3 Years
	Fall, 1967	Previously		
Graduate				
East Texas	1 course	1 course a semester (?)	4 on Saturday	No information
North Texas	None	When feasible (Dallas; Fort Worth)	2 on Saturday; 2, late afternoon or evening	3, for school librarians; 1, on cataloging code
Our Lady of the Lake	None	None	9, late afternoon or evening; 2 on Saturday	
Texas Woman's	None	None	2 on Saturday; 1 in evening	6, on media, public relations, L.C. Classification
Univ. of Texas, Austin	3 courses	Since 1955, 2-4 courses a year[a]	None	None
Undergraduate				
Baylor	None	None	4 in evening	None
Incarnate Word	None	None	1 late afternoon; 1, evening	None
Prairie View	None	None	Course or courses on Saturday (?)	None
Sam Houston	1 course (Aldine)	Irregularly (Pasadena, etc.)	None	None
Univ. of Texas, El Paso	None	None	1, late evening; 1, Saturday	None

[a] In recent years, regularly in Corpus Christi, Houston, Midland; irregularly, Abilene, Big Spring, Dallas, El Paso, Odessa, Port Arthur.

TABLE 20

LIBRARY EDUCATION AGENCIES: EXTENT AND LOCATION OF L.S. MATERIALS

Parent Institutions (1)	Number of Volumes for Children and Young People (2)	Number of Volumes in the Practice Cataloging Collection (3)	Excluding Volumes Listed in Columns (2) and (3), Number of LS Books (4)	Number of Current Periodical Titles Received (5)	Amount of Money Appropriated for LS Books and Periodicals, 1967/68 (6)	Where and by Whom LS Books are Ordered and Processed (7)
Graduate-level L.S. programs						
East Texas	6,000	0	4,000	55	1,685	Main Library
North Texas	4,381	1500	8,374	176	8,500	Main Library
Our Lady of the Lake	2,880	170	4,260	65	3,295	Main Library
Texas Woman's Univ.	10,500	500	8,000	197	6,900	Main Library
UT at Austin	5,861	2420	14,876	354	3,312	Main Library
Undergraduate L.S. Programs						
Baylor	5,200	500	900	29	2,542	Main Library
Incarnate Word	2,920	300	659	?	833	Main Library
Prairie View	1,700?	50	150	16	350	Main Library
Sam Houston	7,658	413	161	137	7,476	Main Library
UT at El Paso	1,373	...	93	?	?	Curriculum Library

Table 20--Continued

Location of Books for Children and Young People (8)	Location of Practice Cataloging Collection (9)	Location of Other LS Books (10)	Location of Current LS Periodicals (11)	Location of Bound LS Periodicals (12)	Special Collections (13)	Parent Institutions (1)
						Graduate-level LS programs
LS	...	LS	Main	Main	...	East Texas
Main & LS	LS	Main	LS	LS	Main (Weaver Juv)	North Texas
Curr. & LS	LS	LS	LS	LS	LS (Rosengrin & Span)	O.L. of the L.
LS	LS	LS	LS	LS	LS (HY)	T.W.U.
Undergrad.	LS	LS	LS	LS & Main	LS (HY)	UT at Austin
						Undergraduate LS Programs
Main	LS	Main	Main	Main	...	Baylor
LS	LS	LS	LS	LS	...	Incarnate Word
Children's Lib.	LS	Main	Main	Main	...	Prairie View
LS	LS	LS	LS	LS	...	Sam Houston
Curr. Lib.		Main	Main	Main	...	UT at El Paso

TABLES 21-41 DEALING WITH ACADEMIC, PUBLIC, AND SPECIAL LIBRARIANS IN TEXAS WERE EXTRACTED FROM THE FOLLOWING MASTER'S DEGREE REPORTS, COMPLETED OR IN PROGRESS AT THE UNIVERSITY OF TEXAS IN AUSTIN:

Academic: Mary Kathryn Foster, 1968
Sharlee Ann Jeser, 1968

Public: Mark Eugene Poe (in progress)

Special: Dorothy Deborah Gimigliano Gregor, 1968.

TABLE 21

PROFESSIONAL POSITIONS IN ACADEMIC LIBRARIES IN TEXAS, 1966, BY TYPE OF INSTITUTION

Library Positions	Type of Institution				Total	
	Publicly Supported		Privately Supported			
	No.	%	No.	%	No.	%
Total library positions	758	72.4	289	27.6	1047	100.0
Full-time professional positions	290	64.2	162	35.8	452	100.0
Unfilled budgeted full-time professional positions	29	56.9	22	43.1	51	100.0
Positions held by unqualified personnel	33	60.0	22	40.0	55	100.0
Additional professional positions needed by 1970[a]	223	76.9	79	48.8	302	66.8

[a] Percentages given in this line are based on the total number of professional positions existing in 1966.

TABLE 22

EDUCATION OF PERSONNEL WHO FILL PROFESSIONAL POSITIONS IN ACADEMIC LIBRARIES IN TEXAS, 1966, BY TYPE OF INSTITUTION

Education of Personnel	Type of Institution				Total	
	Publicly Supported		Privately Supported			
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Academic Education						
Employees with less than two years of college	28	12.4	6	3.7	34	8.8
Employees with more than two years of college but less than a Bachelor's degree	5	2.2	10	6.3	15	3.9
Employees with no degree higher than a Bachelor's	111	49.3	97	61.3	208	54.3
Employees with no degree higher than a Master's	72	32.0	40	25.3	112	29.2
Employees with a Doctor's degree	9	4.0	5	3.2	14	3.7
Total	225	99.9	158	99.9	343	99.9
Library Science Education						
Employees with no library science credits	53	15.6	13	7.3	66	12.8
Employees with some undergraduate library science credits	9	2.6	9	5.1	18	3.7
Employees with an undergraduate major in library science	13	3.8	18	10.2	31	6.0
Employees with some graduate-level library science credits	24	7.1	19	10.7	43	8.3
Total employees with a 5th-year library science degree[a]	241	70.9	118	66.7	359	69.2
Total	340	100.0	177	100.0	517	100.0

TABLE 23

SALARIES OF FULL-TIME PROFESSIONAL EMPLOYEES IN ACADEMIC LIBRARIES IN TEXAS, 1966, BY TYPE OF INSTITUTION[a]

Type of Institution		Range		Median	Mean
		Low	High		
Lowest Salaries Paid Professional Employees					
Publicly supported	21	400.00	738.09	514.00	537.54
Privately supported	27	250.00	600.00	462.50	472.00
Public and Private combined	48	250.00	738.09	483.33	501.29
Highest Salaries Paid Professional Employees					
Publicly supported	22	791.67	1750.00	1079.17	1173.84
Privately supported	25	488.88	1250.00	749.25	765.55
Public and Private combined	47	488.88	1750.00	875.00	956.66
Salaries Paid Beginning Library School Graduates					
Publicly supported	22	457.00	761.91	546.31	571.92
Privately supported	24	333.33	570.00	494.44	481.27
Public and Private combined	46	333.33	761.91	509.00	524.63

[a] In dollars per month.

TABLE 24

NUMBER OF UNFILLED BUDGETED FULL-TIME PROFESSIONAL LIBRARY POSITIONS, BY TYPE OF INSTITUTION, 1966

Number of Unfilled Professional Positions	Type of Institution				Total	
	Publicly Supported		Privately Supported			
	Number	Per Cent	Number	Per Cent	Number	Per Cent
0	11	50.0	20	62.5	31	57.4
1	3	13.6	6	18.8	9	16.7
2	4	18.2	3	9.4	7	13.0
3	1	4.5	1	3.1	2	3.7
4	1	4.5	. . .	. . .	1	1.8
5	1	4.5	. . .	. . .	1	1.8
6	1	4.5	. . .	. . .	1	1.8
7	. . .	. . .	1	3.1	1	1.8
No information	. . .	. . .	1	3.1	1	1.8
Total	22	99.8	32	100.0	54	99.8

TABLE 25

NUMBER OF LIBRARY POSITIONS HELD BY UNQUALIFIED PERSONNEL, BY TYPE OF INSTITUTION, 1966

Number of Positions	Type of Institution				Total	
	Publicly Supported		Privately Supported			
	Number	Per Cent	Number	Per Cent	Number	Per Cent
0	11	50.0	16	50.0	27	50.0
1	1	4.5	8	25.0	9	16.7
2	3	13.6	5	15.6	8	14.8
3	4	18.2	. . .	. . .	4	7.4
4	. . .	. . .	1	3.1	1	1.8
5	. . .	. . .	. . .	. . .	. . .	. . .
6	. . .	. . .	. . .	. . .	. . .	. . .
7	2	9.1	. . .	. . .	2	3.7
No information	1	4.5	2	6.3	3	5.6
Total	22	99.9	32	100.0	54	100.0

TABLE 26

HIGHEST NON-LIBRARY SCIENCE DEGREE HELD BY CHIEF LIBRARIANS IN TEXAS SENIOR COLLEGES, 1966

Degree	Public Institutions						Private Institutions						Total	
	Male		Female		Both		Male		Female		Both			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Academic														
Bachelor's	11	52	1	100	12	54	10	59	10	59	20	59	32	57.14
Master's	4	18	0	...	4	18	3	17	3	18	6	18	10	17.85
Doctorate	1	5	0	...	1	5	2	12	0	...	2	6	3	5.35
Professional														
L.L.B. or J.D.	2	10	0	...	2	9	0	...	0	...	0	...	2	3.58
M.Ed.	0	...	0	...	0	...	1	6	0	...	1	3	1	1.78
Ed.D.	2	10	0	...	2	9	0	...	0	...	0	...	2	3.58
Th.D.	0	...	0	...	0	...	1	6	0	...	1	3	1	1.78
None	1	5	0	...	1	5	0	...	1	5	1	3	2[a]	3.58
No Information	0	...	0	...	0	...	0	...	3	18	3	8	3	5.35
Total	21	100	1	100	22	100	17	100	17	100	34	100	56	100.00

[a] Both of these librarians hold bachelor's degrees with a major in library science and a fifth year Master of Library Science degree.

TABLE 27

HIGHEST LIBRARY SCIENCE DEGREE EARNED BY CHIEF LIBRARIANS IN TEXAS SENIOR COLLEGES AS OF 1966

Degree	Public Institutions						Private Institutions						Total	
	Male		Female		Both		Male		Female		Both			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	1	4.8	0	...	1	4.5	2	11.8	2	11.8	4	12	5	9
BA or BS (4th yr)	0	...	0	...	0	...	0	...	0	...	0	...	0	...
BS in LS (5th yr)	2	9.5	1	100	3	13.65	2	11.8	2	11.8	4	12	7	13
MLS (5th yr)	11	52.4	0	...	11	50.0	8	47.0	5	29.4	13	38	24	43
MS in LS (6th yr)	3	14.3	0	...	3	13.65	3	17.6	5	29.4	8	24	11	19
Doctorate	4	19.0	0	...	4	18.2	2	11.8	0	...	2	6	6	11
No Information	0	...	0	...	0	...	0	...	3	17.6	3	8	3	5
Total	21	100	1	100	22	100	17	100	17	100	34	100	56	100.0

TABLE 28

INSTITUTIONS GRANTING LIBRARY SCIENCE DEGREES TO CHIEF LIBRARIANS OF TEXAS SENIOR COLLEGES AS OF 1966

Institutions	Place of Birth				Total	
	Texas		Out-of-State			
	Number	Per Cent	Number	Per Cent	Number	Per Cent
A.L.A.-accredited						
Atlanta	0	...	2	6.9	2	4.2
Chicago	1	5.3	2	6.9	3	6.2
Columbia	1	5.3	3	10.4	4	8.3
Denver	1	5.3	3	10.4	4	8.3
Hampton	1	5.3	0	...	1	2.1
Illinois	2	10.45	5	17.2	7	14.6
Kent State	0	...	1	3.4	1	2.1
Michigan	1	5.3	3	10.4	4	8.3
Oklahoma	1	5.3	1	3.4	2	4.2
Peabody	1	5.3	3	10.4	4	8.3
Simmons	1	5.3	0	...	1	2.1
Syracuse	1	5.3	1	3.4	2	4.2
Texas	3	15.7	2	6.9	5	10.4
Western Reserve	2	10.45	0	...	2	4.2
Non-accredited						
East Texas	3	15.7	0	...	3	6.2
Immaculate Heart	0	...	1	3.4	1	2.1
Our Lady of the Lake	0	...	2	6.9	2	4.2

TABLE 29

AGE OF CHIEF LIBRARIANS IN TEXAS SENIOR COLLEGES, 1966

Institutions	Men (38)		Women (12)[a]		Both (50)	
	Range	Median	Range	Median	Range	Median
Public	35-67	46	60-65	64	35-67	46
Private	28-61	44	33-68	50.5	28-68	48
Both	28-67	44.5	33-68	50	28-68	47

[a] Two women librarians of private institutions did not supply this information.

TABLE 30

YEARS OF LIBRARY EXPERIENCE OF CHIEF LIBRARIANS OF TEXAS SENIOR COLLEGES, AS OF 1966

Years	Type of Library								Total	
	Academic		Public		School		Special			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Librarians: Public Institutions										
Less than 5	2	9.1	1	4.5	0	...	0	...	2	9
5-10	2	9.1	0	...	0	...	0	...	2	9
11-15	6	27.3	3	13.6	0	...	0	...	6	27
16-20	7	31.9	1	4.5	2	9.1	1	4.5	7	31
21-25	1	4.5	0	...	0	...	0	...	1	5
26-30	2	9.1	0	...	0	...	0	...	2	9
31-35	1	4.5	0	...	0	...	0	...	1	5
Above 35	1	4.5	1	4.5	0	...	0	...	1	5
Total	22	100	6	27.3	2	9.1	1	4.5	22	100
Librarians: Private Institutions										
Less than 5	4	11.76	1	2.9	1	2.9	0	...	4	12
5-10	5	14.70	0	...	1	2.9	1	2.9	5	15
11-15	6	17.64	1	2.9	1	2.9	0	...	6	18

TABLE 30--Continued

Years	Type of Library								Total	
	Academic		Public		School		Special			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
16-20	2	5.88	1	2.94	0	...	0	...	2	6
21-25	8	25.0	1	2.94	2	5.88	0	...	8	24
26-30	1	2.94	0	...	0	...	0	...	1	3
31-35	2	5.88	0	...	1	2.94	1	2.94	2	6
Above 35	3	8.82	2	5.88	2	5.88	0	...	3	8
No information	0	...	0	...	0	...	0	...	3	8
Total	31	91.17	6	17.64	8	25.0	2	5.88	34	100
Librarians: Public and Private Institutions										
Total	53	96.43	12	21.42	11	19.5	3	5.35	56	100

TABLE 31

SALARY RANGES OF CHIEF LIBRARIANS OF TEXAS SENIOR COLLEGES, 1966

Salary Range	Public Institutions						Private Institutions						Total	
	Male		Female		Both		Male		Female		Both			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No information	0	...	0	...	0	...	2	11.8	3	17.6	5	14.7	5	8.91
4,000- 6,000	0	...	0	...	0	...	0	...	3	17.6	3	8.8	3	5.35
6,001- 8,000	0	...	0	...	0	...	3	17.6	6	35.3	9	28.1	9	16.07
8,001-10,000	2	9.5	0	...	2	9.1	6	35.2	4	23.5	10	35.2	12	21.42
10,001-12,000	4	19.0	1	100	5	22.55	2	11.8	1	5.9	3	8.8	8	14.28
12,001-14,000	6	28.6	0	...	6	27.35	2	11.8	0	...	2	5.9	8	14.28
14,001-16,000	2	9.5	0	...	2	9.1	2	11.8	0	...	2	5.9	4	7.14
16,001-18,000	6	28.6	0	...	6	27.35	0	...	0	...	0	...	6	10.71
18,001-20,000	0	...	0	...	0	...	0	...	0	...	0	...	0	...
Above 20,000	1	4.8	0	...	1	4.55	0	...	0	...	0	...	1	1.78
Total	21	...	1	...	22	...	17	...	17	...	34	...	56	...
Median	12,900		10,320		12,900		10,000		7,400		8,900		10,320	

TABLE 32

HIGHEST LIBRARY SCIENCE DEGREE AND SALARY OF CHIEF LIBRARIANS OF SENIOR COLLEGES IN TEXAS, 1966

Degree	Public Institutions						Private Institutions						Total	
	Male		Female		Both		Male		Female[a]		Both			
	No.	Mdn. Salary	No.	Mdn. Salary	No.	Mdn. Salary	No.	Mdn. Salary	No.	Mdn. Salary	No.	Mdn. Salary	No.	Mdn. Salary
Bachelor's (4th year)	0	...	0	...	0	...	0	...	0	...	0	...	0	...
Bachelor's (5th year)	2	14,750	1	10,320	3	13,000	2	11,750	2	7,400	4	8,250	7	10,320
Master's (5th year)	11	12,000	0	...	11	12,000	8	8,950	5	7,200	13	8,700	24	10,110
Master's (6th year)	3	17,500	0	...	3	17,500	3	9,100	5	7,500	8	7,850	11	9,764
Doctorate	4	18,000	0	...	4	18,000	2	12,500	0	...	2	12,500	6	16,854
None	1	12,900	0	...	1	12,900	2	10,500	2	6,495	4	6,495	5	9,745

[a] There was no information for 3 of these librarians.

TABLE 33

LEVELS OF GENERAL EDUCATION COMPLETED BY "PROFESSIONAL" EMPLOYEES IN TEXAS PUBLIC LIBRARIES, 1966[a]

Population of Area Served	Number of Libraries Responding	Total Number of Full-time Professional Employees	Highest Level of Education Completed									
			Less than Two Years of College		More than Two Years of College		Bachelor's Degree		Master's Degree		Doctoral Degree	
			Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
25,000 - 40,000	17	15	0	00.00	1	6.66	11	73.33	3	20.00	0	00.00
40,000 - 60,000	15	15	0	00.00	1	6.66	6	40.00	8	53.33	0	00.00
60,000 - 100,000	11	29	0	00.00	4	13.79	14	48.27	11	37.93	0	00.00
100,000 - 200,000	8	56	4	7.14	6	10.71	26	46.42	20	35.71	0	00.00
More than 200,000	6	241	10	4.14	11	4.52	143	59.33	76	31.53	1	00.41
All libraries	57	356	14	. . .	23	. . .	200	. . .	118	. . .	1	. . .

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[a] Based on replies to a questionnaire mailed in 1966 to the chief librarian of each public library in Texas serving an area with a population of 25,000 or more. Replies were received from 59 libraries serving a combined population of 6,746,746; no response came from nine libraries serving 660,756 people.

TABLE 34

LEVELS OF LIBRARY SCIENCE EDUCATION COMPLETED BY "PROFESSIONAL" EMPLOYEES OF TEXAS PUBLIC LIBRARIES[a] 1966

Population of Area Served	Number of Libraries Responding	Total Number of Full-time Professional Employees	Highest Level of Library Science Education Completed											
			No L.S. Education		Undergraduate Credit but Less than Major		Undergraduate Major		Graduate Courses but No Degree		5th-year Degree - Not ALA Accredited		5th-year Degree - from ALA School	
			Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
25,000 - 40,000	17	15	2	13.33	2	13.33	6	40.00	2	13.33	0	00.00	3	20.00
40,000 - 60,000	15	15	1	6.66	2	13.33	1	6.66	0	00.00	4	26.66	7	40.66
60,000 - 100,000	11	29	4	13.79	2	6.89	10	34.48	7	24.13	1	3.44	5	17.24
100,000 - 200,000	8	56	12	21.42	4	7.14	14	25.00	8	14.28	2	3.57	16	28.57
More than 200,000	6	241	59	24.48	26	10.78	50	20.74	38	15.76	6	2.48	62	25.72
All libraries	57	356	78	. . .	36	. . .	81	. . .	55	. . .	13	. . .	93	. . .

[a] Based on replies to a questionnaire mailed in 1966 to the chief librarian of each public library in Texas serving an area with a population of 25,000 or more. Replies were received from 59 libraries serving a combined population of 6,746,746; no response came from nine libraries serving 660,756 people.

TABLE 35

NORMAL STARTING SALARIES REPORTED BY TEXAS PUBLIC LIBRARIANS FOR EMPLOYEE WITH 5TH-YEAR DEGREE IN L.S. AND NO EXPERIENCE[a]

Population of Area Served	Number of Libraries Supplying Information	Normal Starting Salaries			
		Range		Mean	Median
		Minimum	Maximum		
25,000 - 40,000	3	1,640	5,580	4,234	3,610
40,000 - 60,000	3	5,000	5,772	5,502	5,386
60,000 - 100,000	4	4,284	6,000	5,148	5,142
100,000 - 200,000	7	4,500	6,422	5,376	5,461
More than 200,000	6	4,200	6,917	5,483	5,558

[a] Based on replies to a questionnaire mailed in 1966 to the chief librarian of each public library in Texas serving an area with a population of 25,000 or more. Replies were received from 59 libraries serving a combined population of 6,746,746; no response came from nine libraries serving 660,756 people.

TABLE 36

PERCENTAGE OF PROFESSIONAL EMPLOYEES WITH TOO LITTLE EDUCATION FOR THE WORK THEY REGULARLY PERFORM

Population of Area Served	Number of Libraries Responding	Total Number of Full-time Professional Employees	Professional Employees with Too Little Education for the Work They Regularly Perform	
			Number	Per Cent
25,000 - 40,000	17	15	9	60.00
40,000 - 60,000	15	15	3	20.00
60,000 - 100,000	11	29	11	37.93
100,000 - 200,000	8	56	24	42.85
More than 200,000	6	241	82	33.61
All Libraries	57	356	129	36.51

TABLE 37

BUDGETED FULL-TIME PROFESSIONAL POSITIONS ANTICIPATED IN TEXAS PUBLIC LIBRARIES FOR 1970[a]

Population of Area Served	Number of Libraries Responding	Budgeted Full-time Professional Positions		
		Budgeted Full-time Professional Positions, 1966	Additional Full-time Professional Positions Anticipated by 1970	Total Number of Budgeted Full-time Professional Positions Anticipated by 1970
25,000 - 40,000	17	17	19	36
40,000 - 60,000	15	16	21	37
60,000 - 100,000	11	30	21	51
100,000 - 200,000	8	67	26	93
More than 200,000	6	256	101	357
All libraries	57	386	188	574

[a] Based on replies to a questionnaire mailed in 1966 to the chief librarian of each public library in Texas serving an area with a population of 25,000 or more. Replies were received from 59 libraries serving a combined population of 6,746,746; no response came from nine libraries serving 660,756 people.

TABLE 38

LEVEL OF ACADEMIC STUDY OR DEGREE HELD BY SPECIAL LIBRARIANS IN TEXAS, AND IN THE UNITED STATES

Level of Study	Texas[a]		United States[b]	
	Number	Percent	Number	Percent
No college study	12	5	...	...
Some study, no degree	41	18	307	8
Bachelor's	90	40	1,201	31
Master's[c]	79	35	2,022	53
Doctorate	4[d]	2	126	3
No information	...	...	165	5
Total	226	100	3,821	100

[a] Information from survey conducted by student.

[b] Figures from Special Libraries Association, Personnel Committee, "A Study of 1967 Annual Salaries of Members of the Special Libraries Association," Special Libraries, LVIII (April, 1967), 238.

[c] Includes any fifth-year degree in library science.

[d] This figure includes one M.D.

TABLE 39

EDUCATION OF TEXAS SPECIAL LIBRARIANS
BY PLACE WHERE OBTAINED

Place	Group A[a]		Group B[b]		Total	
	Number	Percent	Number	Percent	Number	Percent
Texas	32	36.8	61	71.8	93	54.1
Partly in Texas	22	25.3	...	...	22	12.8
Outside Texas	33	37.9	24	28.2	57	33.1
Total	87	100.0	85	100.0	172	100.0

[a] Group A is composed of persons with a graduate degree in library science or a graduate degree in an academic subject field, or an undergraduate degree in an academic subject field and a fifth year of study in library science.

[b] Group B is composed of persons with an undergraduate degree in library science or an undergraduate degree in an academic subject.

TABLE 40

SCIENCE BACKGROUND OF SPECIAL LIBRARIANS IN SCIENCE-RELATED LIBRARIES[a]

Science Background	Study in Library Science							
	5th year Degree		Undergraduate Degree		No Degree		Total	
	No.	%	No.	%	No.	%	No.	%
Graduate degree	1	1	...	...	6	4	7	4.6
Undergraduate degree	10	7	...	...	24	16	34	22.7
No college study in science	38	25	11	7	60	40	109	72.7
Total	49	33	11	7	90	60	150	100.0

[a] Includes technical and medical libraries.

TABLE 41

MEAN ANNUAL SALARIES OF SPECIAL LIBRARIANS IN TEXAS AND THE UNITED STATES BY HIGHEST LEVEL OF STUDY OR ACADEMIC OR PROFESSIONAL DEGREE HELD

Educational Level	Texas[a]		United States[b]
	Chief Librarians	Non-Chief Librarians	
No college[c]	$ 6,725	$7,250	...
Some college study, no degree[d]	$ 6,703	$5,528	$ 8,121
Bachelor's[e]	$ 8,276	$6,714	$ 9,251
Master's or other 5th year degree[f]	$ 9,796	$8,064	$10,061
Doctor's[g]	$16,250	...	$13,192

[a] Figures from survey conducted by student.

[b] Figures from Special Libraries Association, Personnel Committee, "A Study of 1967 Annual Salaries of Members of the Special Libraries Association," Special Libraries, LVIII (April, 1967), 238.

[c] Two chief librarians; four non-chief librarians.

[d] Fifteen chief librarians; nine non-chief librarians.

[e] Forty-one chief librarians; 38 non-chief librarians.

[f] Thirty-seven chief and 35 non-chief librarians.

[g] Two chief librarians; 0 non-chief librarians.

SECTION IV

SUPPLEMENTARY DOCUMENTS

REPORT OF THE LIBRARY EDUCATION ADVISORY COMMITTEE
TO
THE COORDINATING BOARD, TEXAS COLLEGE AND UNIVERSITY SYSTEM

THE EDUCATION OF LIBRARIANS IN TEXAS: A PROJECTION

The mounting demand for librarians in Texas, as over the entire country, is reaching crisis proportions. The need is both quantitative and qualitative in character; not only is there demand for many thousands more librarians than are being graduated each year, but perhaps of even more importance, the demand is for better educated and more highly specialized librarians. They are needed to work with a better educated public, an increasing number of highly trained professional men and research workers and with more and more school children and college students; they are needed in business and industry, in federal and state government agencies, in research institutes, in library education agencies, and in many other kinds of organizations and institutions. This burgeoning need grows out of the complexities of urbanized life with its spectacular technological development and its unsatisfied groping toward satisfactions not found in material things.

The Demand for Librarians in Texas

In an effort to assess the existing quantitative demand for librarians in Texas, questionnaires were sent to (1) the chief librarian of all junior and senior college and university libraries in Texas; (2) the chief librarian of each public library system serving a population of 25,000 or more; and (3) the superintendent of each school district which employs at least one full-time school librarian. (The demand for special librarians has as yet not been ascertained.) These questionnaires sought to determine the number of full-time professional positions which existed in the library system, the number of unfilled positions, and the number filled with unqualified employees. The senior college and university librarians and the public librarians were also asked how many new budgeted positions were likely to be established by 1970.

According to questionnaire returns, of the 2711 professional positions reported from the 600 responding libraries and school districts, 244 (about 9 per cent) were not filled; however, 511 (19 per cent) were reported to be filled by employees not qualified for the position held. This leaves slightly over 70 per cent of all professional positions filled with librarians whose qualifications were satisfactory to their employers. The largest percentage of unfilled positions was found to be in private senior colleges (13 per cent of the budgeted positions unfilled) and public junior colleges (13 per cent of their positions unfilled); the largest percentage of positions filled with unqualified employees was in public libraries (54 per cent of all their budgeted positions) and in private junior college libraries (48 per cent). The lower salaries paid by these institutions is doubtless partly responsible for this situation.

Not considered in the survey was the number of existing budgeted positions compared with the number which should exist for adequate or quality service in these libraries, nor the appropriations received by these libraries compared with the appropriations needed by them. Also, no allowance was made for the fact that qualifications considered adequate for employment in one type of library are not adequate for employment in another. The professional librarian at the first level of employment in a college library is usually expected to have earned a master's or fifth-year degree in library science; the school librarian need not have earned the degree and may actually have had no class work beyond his bachelor's degree and have no more than 18 semester hours of credit in library science on his record. Some of the vacancies reported, and also some of the positions reported as filled by unqualified employees, may be higher level positions requiring specialization beyond the master's degree in library science.

The data resulting from the surveys are tentative; questionnaires have not been edited for contradictions and misinterpretations, and tabulations, made for the most part by students, have not yet been verified. It is anticipated that more complete and better documented information about the demand for librarians in Texas will be available upon completion of a thorough-going study now underway at The University of Texas under the sponsorship of the Coordinating Board.

The Output of Librarians

The Library Education Advisory Committee also considered the library schools and departments of library science now in operation in Texas: enrollment, programs, graduates, geographical distribution, and resources. In Texas there are nine schools and departments of library science - six in publicly supported institutions and three in privately supported ones. Three of the nine are nationally accredited by the American Library Association; five of the nine offer master's degree programs; six have undergraduate major programs; all nine are approved by the Texas Educational Agency for provisional school library certification training, and four, for certification at the professional level. Two of the nine agencies are in Denton; one, in Commerce; one, in Huntsville; one, in Prairie View; one, in Waco; one, in Austin; and two, in San Antonio.

In the two-year period, 1964/65-1965/66, the nine agencies produced 170 bachelor's degree and 229 master's degree graduates, a total of 399. or less than 200 a year. In the same period, a total of 451 students completed school library certification requirements - 171 concurrently with completing degree requirements, and 280 without earning a degree in library science. In the two-year period, then, the nine agencies produced 679 graduates and school librarian certificate holders combined, or about 340 a year. Practically all who earned the school library certificate without a degree in library science, it is thought, accepted employment in Texas, but slightly over 25 per cent of those awarded a degree went into library positions outside the state. The net gain for Texas for the two-year period, therefore, was around 579, an average of about 290 each year. This number, obviously, represents only a fraction of the number of librarians needed to fill existing vacancies, the positions now filled by unqualified personnel, and the new positions anticipated for establishment within the next few years. (By 1970, for example, it is anticipated that the number of professional positions needed in college and university libraries alone, will be more than double the number presently existing.)

In the nine library education agencies, faculties are much too small; financial support, much too low; book and material resources are too scanty; quarters and equipment, in practically every instance, are quite inadequate; and programs of study, in the opinion of the Committee, are very much in need of updating, reorientation and expansion. For example, the average of the budget estimates for 1967 submitted by the 35 nationally-accredited library schools to the U.S. Office of Education is $212,233. No school in Texas has a budget within sight of this average and one of the Texas schools has the lowest budget estimate of the 35 reported. Also it has been strongly recommended that all graduate library schools spend at least $1,000 per student (counted in full-time equivalents) per year, and no school in Texas spends that much. Further, a minimum of 10 full-time faculty members for each graduate library school has been recommended by a specialist of the U.S. Office of Education. No school in Texas has over five. If the library education agencies in Texas are expected to turn out enough librarians for Texas libraries, librarians who are qualified to fill the positions, at all levels, in Texas libraries, the agencies must be given the resources they need to do the job.

Plan

Though complete and verified information was not available to the Committee, enough facts were in hand to show that the library education agencies in Texas do not have the resources to produce enough librarians - even in numbers - much less in quality and depth of education needed, for the libraries of the state today. If libraries are to keep pace with the growth of the state, far more and abler librarians will be needed tomorrow.

Even more important is the lack of a systematic plan for the education of librarians: of a plan which would assure the offering of quality preparation for the profession to every Texan with the potential and the desire to become a librarian. There will never be too many to satisfy the needs of Texas libraries, but at least we should be prepared to educate our own people which would give us a better chance of keeping them in Texas.

Various levels of preparation for prospective librarians should be provided, not on a hit or miss basis, but carefully worked out to best serve the needs of the state. The Committee was unequivocally opposed to preparation specifically for work in libraries, carried on at any level below the senior college. The library "aide," which corresponds to the nurse's aide or the aide in any profession, needs as much general education as he can acquire and, if he must specialize, the most appropriate skills he should acquire are probably those of the business world; courses in library science are not wanted. Specific preparation for work in libraries offered through courses in junior colleges, are in the opinion of the Committee a dead end and are not in the best interest of the student - or of the library.

The levels of education endorsed by the Committee are those of the senior college and the graduate school - preparation leading to the bachelor's and to the master's degrees; a non-degree, a sixth-year of study for the specialist sometimes culminating in a certificate and sometimes not; and the doctorate. Only one doctoral program was recommended for the state; the sixth-year specialist program for experienced librarians was recommended for consideration by the schools accredited by the American Library Association.

The undergraduate program described by the Committee differs slightly from any now offered in the state. An undergraduate major in library science was recommended under these conditions: the number of hours required for graduation is to be increased so the general education of the student will not be diminished by the library science major which is to be reduced in number of credits required. This preparation is to be general enough to prepare for work as a library assistant (below the level of professional librarian) in public, college or special libraries and, in the case of the graduate who meets the other requirements, also for provisional school librarian certification. This would not be a dead-end preparation; the graduate of this undergraduate program should be in a position to complete requirements for his professional degree without duplicating or repeating courses. This means that the quality of the preparation would have to be maintained at a level acceptable to the graduate schools.

The fifth-year master's degree, requiring a minimum of a calendar year for completion of study, is now the first professional degree for the librarian. Its completion is necessary for appointment to a professional position at the beginning level in all types of libraries except the school library and it may become a requirement in the school library within the next several years.

The sixth year of study, endorsed by the Committee, prepares for positions requiring special competencies beyond those attainable in the fifth-year master's program: subject area specialists, information scientists, documentalists, most supervisory positions, teaching in undergraduate programs, coordinators and consultants in large library systems, systems analysts, etc.

The doctoral program would be the capstone to the system of education for librarianship in the state and region. (The nearest such programs are those at the University of Illinois and Indiana University.) The object of doctoral study is to prepare experienced and able librarians for positions of responsibility as deans and teachers in graduate library schools, as administrators of large college and university libraries and of highly specialized collections within these libraries, as directors of research centers and institutes, and so on.

Recommendations

After considering the need for more and better qualified librarians for all types of libraries and the present provisions for educating librarians in Texas, the Committee arrived at some general and somewhat tentative recommendations. These have to do with improving library education agencies now in existence and with expanding the present system of education for librarianship in the state.

For Improving Existing Agencies

The Committee recommends:

1. That each library education program, undergraduate as well as graduate, be improved as rapidly as possible to the point where it can meet national standards established by the American Library Association;

2. That each graduate level program be directed by a department head, dean or director, whose sole institutional responsibility would be for the direction of the program of education for librarianship and for teaching in the program;

3. That the financial resources of all publicly supported library education agencies now in operation be increased immediately to no less than $200,000 per year for the graduate agency and no less than $55,000 for the undergraduate agency;

4. That the number of full-time faculty members employed in each agency be increased in accordance with the demands of the program offered and in line with the practice now obtaining in the stronger graduate library schools and, for the undergraduate agencies, in line with the A.L.A. standards for undergraduate programs;

5. That careful study be given to faculty teaching loads with the understanding that the teacher in a graduate-level professional school is engaged in much more than the instruction of students enrolled in his classes since he seeks to carry on continuing education for the practitioner, research, and to work directly with librarians in the state;

6. That standards for admission to graduate programs be set higher than those for admission to undergraduate programs and at least as high as those required for admission to any graduate unit of the parent institution;

7. That all non-accredited graduate programs in the state be expected to work rapidly toward meeting standards for national accreditation and that the school or department which fails, after three years of effort to meet these standards, cease to function as a graduate program agency;

8. That a committee, including the directors or other representatives of each of the A.L.A.-accredited library schools in the state be formed to consider common problems faced by all of the library education agencies, graduate and undergraduate, and to work closely with the Coordinating Board to improve education for librarianship within the state.

For Expansion of the System

The Committee considers that some expansion of the present system of education for librarianship is essential. At the same time, the Committee believes that the preparation of librarians at the needed level of quality cannot be maintained and should not be expected if many more agencies should be established. First of all, the smaller and newer agencies will not be able to recruit a good faculty; even the well-established and prestigious institutions find faculty recruitment the most difficult of the problems with which they must cope. In the second place, the state cannot afford to build strong resources in many agencies to prepare for work in a profession which, after all, requires fewer practitioners than in such professions as teaching, law, engineering, medicine, business, etc. The way to quality level preparation of librarians is through the maintenance of an adequate number of well-supported, strategically located agencies. This is the only economical way and the best way to serve Texas.

The Committee recommends:

9. That the preparation for librarianship not be offered by publicly supported institutions below the level of the senior college except as liberal arts education or business education courses may prepare for work in any institution; it feels that the so-called "library technician" program proposed by junior colleges would serve no useful purpose in library development in the state;

10. That if a bachelor's program with a "major" in library science is to be offered, it require a total of from 136 to 140 semester hours of credit for graduation with not more than 18 semester hours permitted in library science proper;

11. That, to alleviate somewhat the unmet demand for school librarians the requirement of 6 semester hours of practice teaching as a prerequisite for the school librarian's provisional certificate be dropped, at least temporarily;

12. That agencies approved for offering only an undergraduate program be restricted to offering only undergraduate-level courses and that this

apply not only to any new programs but to already established programs as well;

13. That consideration be given to the desirability of encouraging the establishment of a few new undergraduate-level programs in institutions with resources to support them as they need to be supported, and located in areas of the state where they seem to be indicated by present and potential need (perhaps in West Texas, South Texas, the Houston area);

14. That the possible need for new graduate-level programs be considered, but that no graduate-level program be established in a parent institution (unit, not branches) not designated by the Coordinating Board as a multi-purpose university;

15. That consideration be given to the immediate establishment in A.L.A.-accredited schools of sixth-year non-degree programs of specialization to meet the needs of all types of libraries in the state for librarians with more specialized education than can be acquired during one year of study for the master's degree;

16. That consideration be given to the establishment of a doctoral program to serve the entire Southwest, which is here defined as including the states of Arkansas, New Mexico, Arizona, Oklahoma, Louisiana and Texas; in the future, when the graduate library education programs in the state have become sufficiently strong, it is conceivable that such a program might advantageously become an inter-institutional one, deriving both breadth and depth in its offerings from the areas of strength and specialization that have been developed in the several institutions;

17. Lastly, that the Coordinating Board withhold approval for the establishment of any new library education agency (department or school) until the two surveys now underway (library education and academic libraries in Texas) have been completed and their findings and recommendations have been evaluated.

SELECTING A SITE FOR A GRADUATE LIBRARY SCHOOL - THE CRITERIA

Criteria for selecting a site for a graduate library school should, therefore, be drawn up with educational rather than occupational or geographical objectives in view and with a purpose to serve long-range rather than immediate educational needs. While the following list is arranged in order of priority, this does not argue that criteria cited last are unimportant or are not essential to satisfactory function, only that earlier attention and greater weight of significance are to be given to those having precedence.

University Environment

1. The University environment is obviously of foremost concern, particularly the existence and level of other graduate programs on the campus and the nature and prevalence of substantive research.

2. The awareness and interest of persons in cognate areas in what librarianship has to offer the university is a sign of careful preliminary planning and an earnest of inter-disciplinary cooperation.

3. How a new professional school fits into the campus program of graduate development should be noted, whether it supports and expands existing teaching and research facilities or only adds another choice of vocation for the rising tide of graduates.

4. An opportunity to experiment with curricula is needful in such a program.

5. Likely influence of the proposed school over admissions policy (normally in addition to that exercised by the Graduate Division).

6. The degree of administrative approval and support is crucial: is there recognition of the size and nature of the program, financial support for a strong initial development, an adequate share of the campus quota of graduate students (if overall enrollment is limited) and an adequate graduate-level ratio of faculty and of teaching and research space?

7. The potential of the institution as a whole to attract high caliber faculty from across the country because of its reputation, stature of its faculty, library and research facilities, salaries and other benefits must be taken into account.

8. The resources of the University Library are a major factor in a successful program, limiting or supporting it according to the range and quality of the collections and services.

University Environs

9. Beyond the University campus the library resources of the area are a pertinent asset, providing opportunities for observation by faculty and students, work-study arrangements, and (under very favorable circumstances) a source of part-time instructors in specialized areas.

10. The potential of an area for the recruitment of students should also be taken into account, whether the program will tap a large new body of college graduates and attract applicants from a major population area.

11. At the end of the list is the local (regional) demand for professional personnel: are new graduate librarians likely to be in continuing demand, and will the program provide a major community service by the university? Distinguished library schools will attract students from across the country and around the world, and their graduates will be likewise dispersed; but if opening up new major sources of recruits and supplying well educated professional personnel to specific geographical areas are not to be regarded as primary educational considerations, they are indeed useful social ends.

The problem of evaluation. If we accept the shortage of highly qualified professional librarians as a critical limiting factor in the development of library service in the state and nation, the problem of coping with conditions then remains. Graduate schools of librarianship already exist in California, and these cannot be ignored in any discussion of educational expansion. And, having identified criteria for judging an appropriate environment for new programs, an evaluation of potential sites can be made. This will necessarily take into account not only the need for well educated professional people but the University's statement of responsibility for graduate professional study, and the character of education for librarianship at the level of responsibility already described.

- From Neal Harlowe, A Study of the Need for Additional Facilities for the Education of Librarians in the University of California. April, 1967. pp. 5-7.

January 10, 1968

MEMORANDUM

To: Accredited Library Schools
From: Committee on Accreditation

We do not think that COA should accredit doctoral programs, but we do think that we should be on the record with a statement concerning the kind of program we consider acceptable. The attached piece is based upon standards for Ph.D. programs in history, with appropriate emendations to make it relevant to librarianship. We hope that the attached "tentative guideline" will be useful to library schools contemplating or carrying on doctoral programs and to granting agencies which may be called upon to assess them. The COA invites library schools to submit their comments or proposed changes in this statement so that subsequent editions may indeed prove useful.

We wish also to call the attention of library schools to the standards for the Ph.D. degree which have been published by the Association of American Universities and by the Council of Graduate Schools.* The joint statement put out by these agencies represents essentially the requirements which we think doctoral programs in librarianship should meet.

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*The Doctor of Philosophy Degree; A Statement by the Association of Graduate Schools in the Association of American Universities and the Council of Graduate Schools in the United States. Washington, D.C. n.d.
New Doctor of Philosophy Degree Programs; A Statement by the Council of Graduate Schools in the United States. Washington, D.C. n.d.

DOCTORAL PROGRAMS IN LIBRARIANSHIP: TENTATIVE GUIDELINES

(Based upon "Standards for Ph.D. Programs in History"
in *AHA Newsletter*, October 1967, p. 4-9)

This statement is designed to set *desirable* standards for institutions granting the doctoral degree in librarianship rather than *minimum* standards necessary for a department or school to meet if it is to be considered acceptable. It is recognized that few institutions will meet in every detail the standards described by the statement.

The statement is not meant to discourage new doctoral programs of sound quality. Nor is it meant to discourage innovations or distinctive programs. The purpose is to assist those schools which aspire to establish new programs, or those now offering doctoral programs seeking to maintain or improve their quality.

General institutional considerations

The impetus to inaugurate a doctoral program in librarianship, or to continue one at an improved level of quality, should stem from both the library school faculty and the administrative officers of a university. Any effective program must rest upon a total university commitment to maintain doctoral work. Evidence of institutional readiness and ability should include the following:

1) A full understanding of the essential conditions for such an enterprise and a demonstrated commitment to provide them on the part of responsible administrative officials and supervisory bodies. These conditions include faculty participation in the making of institutional policies, freedom in

learning, teaching, research, and publishing in accord with academic traditions and with the standards established by the American Association of University Professors, as well as active encouragement and support of faculty research.

2) Realistic awareness that the cost per student of providing doctoral training is far greater than the cost of providing education through the Master's degree and several times greater than for undergraduate education. Support of a doctoral program in librarianship entails substantially higher costs for every component: salaries of individual faculty members, support of faculty research, stipends for graduate students, secretarial services, and the acquisition of original or photocopied primary source and reference material for the library. The ability of the institution to provide initial and sustaining funds should be assured; it should not be a gamble.

3) Agreement that the faculty in a doctoral program in librarianship must have its center of strength in professors and associate professors of maturity and national recognition, not in promising but inexperienced and lower-salaried, junior personnel. Developing institutions need to face the fact that until they have already achieved some success in building a strong faculty, they cannot assume that money alone will enable them to recruit qualified, senior-level faculty members. In the existing competitive national market for the services of such persons, even very high salaries may prove an insufficient attraction to scholars of note.

4) Acceptance of teaching loads not normally exceeding two courses per term for any faculty members who are more than peripherally involved in the education of doctoral candidates. To achieve a sufficiently diversified program, it may be necessary to offer some advanced courses and seminars with small enrollments, possibly of no more than two or three students.

There ought to be financial support for the attendance and participation of faculty members at all levels of rank and some provision made for travel to major research depositories and for summer research and writing.

5) Recognition by administrative officers and governing boards that adequate institutional library holdings are fully as essential for doctoral training in librarianship as is laboratory equipment in the sciences and that building a research collection can prove equally expensive. To maintain a balanced existing research collection requires a continuing annual expenditure; to create such a collection, a university must commit much larger sums. The inauguration of a doctoral program in any of the humanistic or social science aspects of librarianship presupposes a wide-ranging library collection of a half-million titles or more, and a physical plant assuring maximum accessibility to the holdings. Public and private libraries, in the largest cities, and libraries of nearby universities, if properly utilized, can be valuable supplements but cannot substitute for a basic research collection continuously and immediately accessible. It should also be recognized that because librarianship as a discipline encompasses the whole range of human knowledge, its study and teaching at the graduate level require strong library holdings in all of the major disciplines, and not just a collection of materials related directly to librarianship. The doctorate with specialization in any one of the recognized fields of librarianship should be offered only if library materials adequate to support graduate research seminars for doctoral candidates are available in the specialty and the other disciplines served by the libraries of different types.

6) Awareness that the doctoral candidates in librarianship must be able to obtain training of doctoral quality in other related disciplines.

If doctoral programs do not exist in other liberal arts departments, graduate-level courses and faculty capable of directing the work of doctoral candidates should be available in at least several of the liberal arts disciplines.

7) Appreciation of the fact that the physical plant and equipment are important if the doctoral education is to operate effectively. Facilities should include adequate and reasonably located office space, preferably individual offices for each faculty member as well as suitable facilities for teaching assistants and secretaries; library carrels for faculty and graduate students; seminar rooms; microfilm and other microprint readers; and computer resources.

8) Careful consideration, by administrative officers weighing the advisability of a new program, of the present and prospective accessibility of other doctoral programs in librarianship in the state and region. Even a strong institution may wisely elect not to offer doctoral training in a particular discipline such as librarianship if the needs of the region can better be served or are adequately met by other institutions in the area.

The faculty

Before inaugurating a doctoral program, a library school should have faculty members of maturity and proven competence in teaching and research. The permanent faculty should include a strong core of persons who have the doctorate (or its equivalent) from graduate schools with established reputations for scholarship. Most of them should have a record of solid research achievement as represented by publications; all should currently be engaged in productive research. They should represent a variety of academic backgrounds and approaches; the doctoral degree need not always be in librarianship.

Teaching loads must allow junior as well as senior faculty time for excellence in classroom teaching, attention to the needs of individual graduate students, and research. Those faculty members who carry administrative responsibilities within or outside the department should be assigned appropriately reduced teaching loads.

The students

If the quality of instruction is not to be imperiled, it is just as important to avoid having too many as too few students. Too high a ratio of graduate students to permanent faculty members can deprive the graduate students of the individual guidance they need. For example, enrollment in a research seminar should not usually exceed ten students.

Most students in the program should be engaged in full-time graduate study. Intensive and sustained study and research by each student are essential in doctoral training, and intellectual interaction among students is a valuable component of such training. Consequently, a program of acceptable quality cannot be based upon students who are primarily engaged in off-campus work and teaching.

Applicants for graduate work should be screened carefully. Admission should be offered only to students who have demonstrated superior intellectual ability and who are properly prepared and motivated. Graduate Record Examination scores are helpful supplements to transcripts and letters of recommendation in determining whether an applicant is admissible. The cutting score used in the G.R.E. should be set at the level used by library schools which already have doctoral programs of high reputation. Certainly the cutting score should be no lower than that used in other departments of the university.

In their own interest, students should be screened carefully by the faculty during and toward the end of the first year of graduate study. Those who do not show promise of being able to complete the doctorate should be advised to discontinue. Early elimination of weak students is important in their own interest and to assure that the others are to experience high quality graduate work.

Students should be adequately financed. Some fellowships requiring full-time study and no other duties should be available. Ideally, each student will receive a combination of fellowship support enabling him to engage in three or four years of full-time study and some kind of practical library experience or library school teaching experience. Additional support will be needed by certain candidates whose special talent or fields of study cause the graduate faculty to recommend a longer period of training.

Curriculum

Before introducing a doctoral program, a library school faculty should plan carefully a systematic program of study. While no universal model can be prescribed, it is most important that each program reflect generally accepted professional standards of doctoral training together with specific academic goals that are compatible with a realistic assessment of the institution's capacities. The program should be sufficiently clear, comprehensive, detailed, and uniform to let prospective graduate students, graduate students in residence, and members of the faculty know what is expected of them. A soundly conceived program charts a logical sequence of stages by which degree requirements are to be fulfilled while allowing sufficient flexibility to meet the legitimate professional interests and special needs of individual candidates.

The following are some of the generally accepted professional goals applicable to the doctorate in librarianship.

1) The Ph.D. is primarily a research degree. All Ph.D. programs, therefore, should provide continuing research training. Normally this training would include more than two semesters of research seminars. Each candidate is entitled to careful guidance through a sustained research project on a carefully limited but important subject, culminating in the writing and defense of a dissertation. The dissertation should be more than a compilation of information; it should make a contribution in its own right to the understanding of its subject. The dissertation should be judged by at least three members of the graduate faculty on the basis of its quality rather than its length. Where a dissertation deals with the subject matter of another discipline, or employs the research techniques of another discipline (as in an historical dissertation, for example, or a study employing the methodology of the social sciences), one member of the dissertation committee should be from the appropriate department or school.

2) The professional doctorate (D.L.S. or the like) may not necessarily have the same research emphasis as the Ph.D. Nevertheless, the professional doctorate is expected to encompass at least enough training and practice in research to assure that recipients of the degree are familiar with the problems, methodology and needs of the research community.

3) The doctorate in librarianship stands for mastery of a substantial body of knowledge and of literature as well as training in research. To this end, all doctoral programs should provide opportunities to attend lectures, do supervised reading in the literature of appropriate disciplines, and participate in independent study courses. Some programs may have no formal course requirements beyond the master's degree. If a prescribed number of courses

is required of all doctoral candidates, or suggested as a norm, it should not be greater than can be completed by most full-time students during two academic years of post-baccalaureate study.

4) The doctoral degree represents both specialization and breadth of education. The number and scope of fields to be required should be established with these objectives in mind. In determining the number of required fields, it should be remembered that considerable depth in at least one broad field should be attained. The scope of the fields should insure adequate breadth. Students should be encouraged to take one field in a discipline other than librarianship, or to pursue inter-disciplinary programs suited to their individual needs. It is important to establish rules for the distribution of study among the various fields that will achieve for each doctoral candidate the balance between breadth and specialization desired of all students.

5) While candidates for the doctorate in librarianship are best required to demonstrate a reading knowledge of one foreign language upon entering the graduate program, reading knowledge of a second foreign language or acquisition of some other appropriate research skill (e.g., substantial training in statistics) should be a requirement of all doctoral programs.

6) There is an intimate relationship between teaching and research. Many doctoral candidates in librarianship will go into library school teaching. Moreover, teaching in some form has often contributed to successful research. Thus doctoral programs should desirably make explicit provision for preparing those candidates who visualize a career in teaching.

7) When all degree requirements except the dissertation have been met, each doctoral candidate should be examined by a committee of at least three members of the library school faculty. This "general" examination should reflect both the field requirements and the central goals of the Ph.D. program.

A final examination involving defense of the dissertation is usually also set by the committee established to supervise and approve the dissertation.

8) Where the doctoral program is new or recently established, the school may well find it desirable to include experienced scholars from other universities on its committees of examiners for the "general" and/or final examination. Such participation by "external examiners" can help guide the school and give it confidence that its graduates have attained a generally-recognized level of scholarship.

9) The doctoral program in librarianship should be one that most graduate students can complete in three years of full-time graduate study.

10) The Ph.D. program, once established, should be reviewed periodically by the library school faculty as a whole. The use of consultants from other institutions can be especially helpful in such reviews.